HOUSING THE SUNDAY SCHOOL

MARION LAWRANCE

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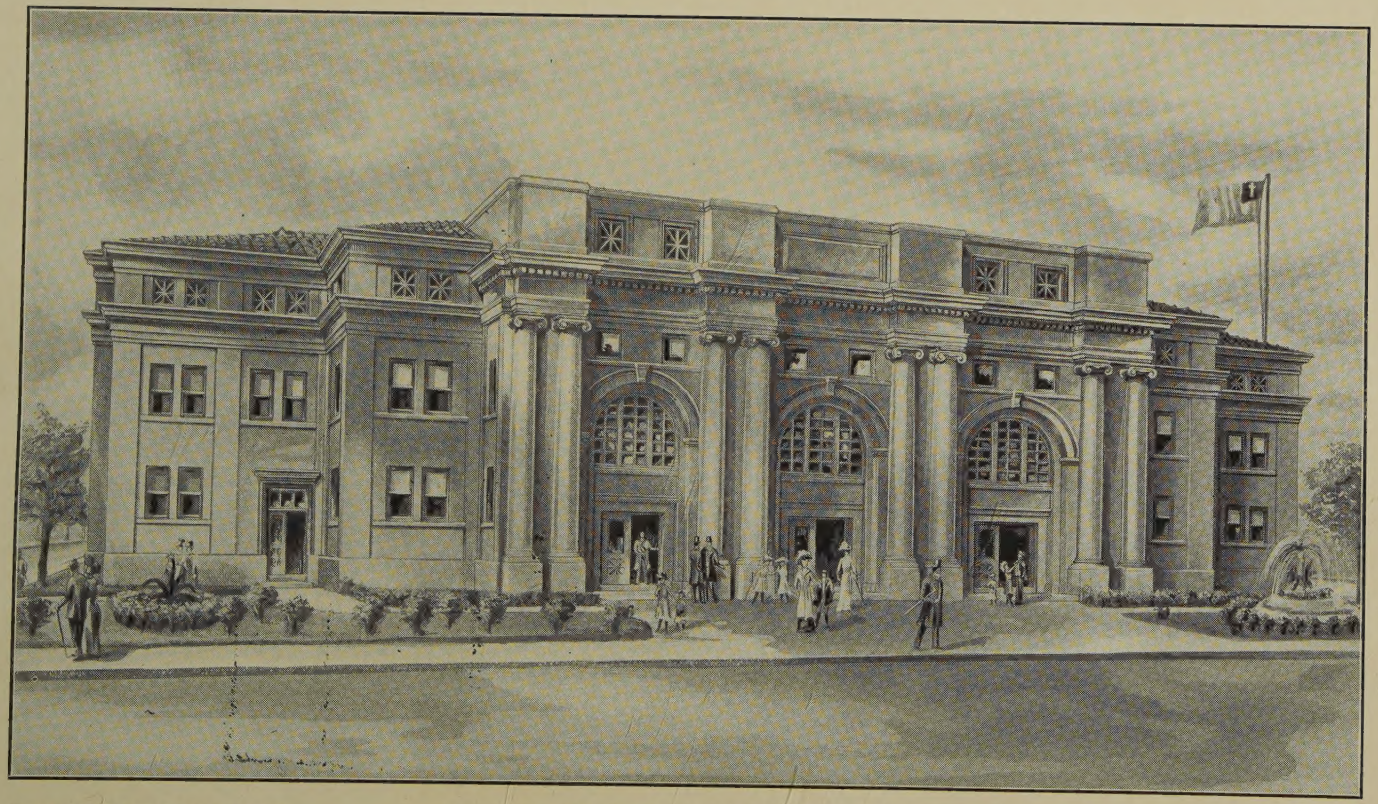

Designed by Geo. W. Kramer, Architect
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Perspective of Design for the Author's Ideal Building

Modern Sunday School Manuals

Edited by CHARLES FOSTER KENT

Housing the Sunday School

or

A PRACTICAL STUDY OF SUNDAY SCHOOL BUILDINGS

BY

Marion Lawrance

Thirty-one years Superintendent of the Washington Street Congregational Sunday School, Toledo, Ohio. Ten years General Secretary of the Ohio Sunday School Association. Twelve years General Secretary of the International Sunday School Association. At present also General Secretary of the World's Sunday School Association.

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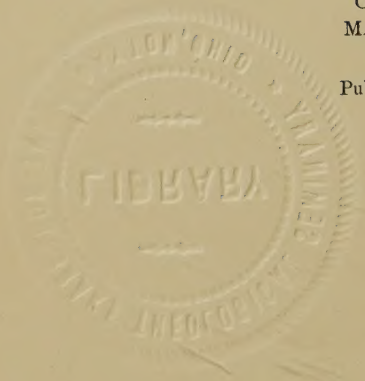

Preface

This book is the outgrowth of a lecture delivered in February, 1908, before the faculty, students and friends of the Southern Baptist Theological Seminary at Louisville, Kentucky.

No pretensions are made to architectural skill or accuracy. My purpose has been rather to produce a book of practical suggestions for practical people who are looking toward the practical housing of the Sunday school. Neither is there any claim that this particular field is adequately covered, a thing entirely impossible within the scope of a book like this. I indulge the hope, however, that my readers will find something by way of suggestion that may be valuable.

I have had much help from various sources by the loan of drawings and electrotypes, and desire to express my hearty thanks for this valuable assistance. Especially do I wish to thank the architects whose names appear with the illustrations.

My greatest debt of obligation, however, is to Mr. George W. Kramer, F. I. A. I., of New York City. Mr. Kramer continues the firm of architects with whom the "Akron Plan" of Sunday-school buildings originated. He has planned and built thousands of churches and Sunday-school buildings throughout the country. He has furnished the material and drawings for Chapters VIII, IX and X, and has, under my general direction, made the drawings with which to illustrate my Ideal Sunday School Building, presented herewith in Chapter XIII. Mr. Kramer is known as an Ecclesiological Architect, and I gladly make mention of him in this connection, not only because of his service to me in the preparation of this book, but because of his general efficiency in the line of his profession.

Marion Lawrance

Chicago, April 1, 1911.

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Introduction

The address given by Mr. Marion Lawrance at the Southern Baptist Theological Seminary, out of which, according to his statement in the preface, this book grew, produced a very vivid and powerful impression upon his auditors. It was felt by all his hearers who were familiar with Sunday-school needs, that Mr. Lawrance had opened up a very vital theme. The Sunday school, like all living earthly things, has a body, and as in the case of other living organisms, the body bears a very fundamental relation to the prosperity of the organism. One of the most hopeful signs of the astonishing growth of Sunday-school interest in recent years is the increasing attention given to the matter of housing the school. Much vague thinking and planning, much costly experimenting, and not a little blundering, have marked the course of events in the past, although of course many serviceable and beautiful Sunday-school homes have been erected. The need has been for a systematic exposition of the principles involved, in the light of all the needs of all classes of schools.

No man among us has qualifications for this task superior, or indeed equal, to those of Mr. Lawrance. The primary interest in his mind is, as it should be in such a book, not architectural theories, or the æsthetic ideal merely, but Sunday-school utility and practicality. And these are the sustaining qualities of this book. It is remarkably rich in practical suggestions. There is scarcely a phase of the question of housing the Sunday school which the book does not helpfully discuss. It is particularly valuable also for the manner in which it provides for the needs of all varieties of schools, even of those which can only remodel or modify what they already have.

There are three much needed services which this book will undoubtedly render, besides others which cannot be mentioned here. First, it will bring to Sunday-school workers a realization of the nature and elements of the important problem of housing the Sunday school. Secondly, it will supply a work-

ing basis for the direct and practical dealing with the problem in the actual construction of Sunday-school buildings. No matter how large or how small the school, whether in city, village or country, here will be found very helpful suggestion and guidance. And thirdly, this book will awaken pastors and churches to a more adequate sense of the need and value of proper provision for the Sunday school in their building plans. Indeed I shall be surprised if the last chapter, in which the author outlines his ideal, based on his long and varied experience and careful study, does not in many instances reverse the existing conception by making the needs of the Sunday school the primary consideration in church building.

E. Y. Mullins.

Southern Baptist Theological Seminary,
Louisville, Kentucky.

Housing the Sunday School

CHAPTER I

GOD'S FIRST TEMPLES

The groves were God's first temples. Ere man learned
To hew the shaft, and lay the architrave
And spread the roof above them,—ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence, he knelt down,
And offered to the Mightiest solemn thanks
And supplication. WILLIAM CULLEN BRYANT.

In Old Testament times practically all religious instruction was given in the open air. During the wilderness wanderings of God's chosen people, the tabernacle came into use, and later, after the Israelites reached the Promised Land, we find the temple, which was the outgrowth of the tabernacle. But neither tabernacle nor temple was intended as an audience room. They were rather the abode of Deity than places in which the people assembled to worship. Later came the synagogue, which was constructed to accommodate an audience, and this is the first expression we have of an audience room for the worship of God. Out of the synagogue came the church.

Architecture and Christianity. Architecture, as related to houses of worship with audience rooms, began with the introduction of Christianity into the Roman Empire, when people were first allowed to build temples for their own use. Before that time the Greeks and Egyptians used temples, though not for the accommodation of audiences. The Greek ceremonies took place outside their temples, which were built for the priests only. The Egyptian temples were "forests of columns" and hence were not suitable for religious services. In those days the only buildings which afforded convenience for audiences were the Halls of Justice, commonly known by the name of basilicas. From these came the pattern for the Christian church, so that the word "basilica," which formerly meant a "courthouse," now means a church.

"Architecture has always found its noblest expression in structures erected for the worship of God, and as for decorations and embellishments, which true architecture always invites, the Bible imagery and symbols furnish an exhaustless field."

Utility, Stability, Beauty. Architecture has three essential elements—utility, stability and beauty. "Utility and stability raise it to the dignity of the useful arts; beauty to the dignity of the fine arts." Architecture is not found in the wandering days of a nation. When, however, in accordance with his religious nature, man conforms to his belief, he builds a temple for the worship of his God. Thus it is that in the whole process of civilization, architecture is the first of the fine arts to be developed. Morgan says: "Architecture is the printing press of all ages, and gives a history of the state of society in which it was erected. The history of architecture is the history of civilization written in stone, in a language easily learned, and which cannot deceive. Architecture is the best interpreter of history, for it always tells the truth."

Our Real Purpose. It would be worth while to consider the various phases of architecture, in which the history of the church is wrapped up, and how church architecture affords the choicest channel through which to express in a fixed form our love and loyalty to God. But such is not the purpose of this book. This is not a work on architecture. It would be interesting, no doubt, to study architecture as such, but there is something more important for us to consider, and that is the proper equipment of our churches for their Sunday-school service. To this let us address ourselves.

CHAPTER II

THE ESSENTIAL FEATURES OF A GOOD CHURCH BUILDING

As we are discussing this subject from the practical standpoint, we have nothing more important to consider at first than what are the essential features of a good church building. As to detail we shall not expect to agree; but in regard to essentials we shall hope to stand on common ground. In a word, it might be said that a good church building is one which adequately meets the purposes for which it was intended.

Utility. The first essential of a good church building is *utility*. One would imagine, after looking at many of the churches about us to-day, that those who built them did not trouble themselves seriously in regard to their utility. Many churches seem to have been built for the purpose of expending a given sum of money donated for that purpose; others, to display a special memorial window or handsome steeple; still others, to carry out the caprice of some ambitious architect or building committee. Perhaps more money is wasted on church buildings than on almost any other kind of structure; in some of them we have enduring monuments of pride, ignorance and foolishness.

The grand cathedrals of the old world, like Westminster, Lincoln, Milan and Cologne, with their graceful towers, lofty domes, flying buttresses and rich ornamentation, represent vast expenditures of money and time. Some of these cathedrals cost millions of dollars and required scores of years—in some cases even centuries—to build, yet utility was largely sacrificed to grandeur and display. Nevertheless, the cathedral, through all these centuries, has been teaching the world its lessons of dignity and reverence.

In striking contrast to these grand structures is the rough, shedlike tabernacle meetinghouse we sometimes find in America, where utility was apparently the only concern of the builders, and where even the boards and shingles seem to have been nailed with the ugly side out. The chief virtue of such a building is its

cheapness, though it is a question whether this virtue has not been bought at too high a price. True, it is better than no place in which to worship, but very little better.

Every essential of a good church building can be secured without extravagant expenditure of money. Extravagance and parsimony in church building are both sins of the first magnitude. A church building is intended for the work and worship of the congregation. Consequently every phase of worship, and every kind of work in which the church engages, should be taken into account in its construction. It should be convenient, commodious and thoroughly adapted to all the purposes for which it was built.

Stability. The second essential of a good church building is *stability*. This quality is closely related to utility. Look well to the foundations, and lay them broad and deep, and on a bed that can never yield. It is better to economize anywhere else than on the foundation and framework. The best material that can be afforded should be used and high-grade workmanship employed, for these are the cheapest in the end. Every church owes it to its children and young people to build for the future. Then stability, dignity and solidity in a building of any kind inspire confidence in the faith of its occupants. On the other hand, poorly constructed buildings soon deteriorate, require continual repairs and are costly to maintain. They take the zest out of worship and tend to turn church work into drudgery. It is better to sacrifice, and wait, and sacrifice still more in order to get a creditable and desirable building than to put up a mere makeshift. The sacrifice itself, if made in the right spirit, will sanctify the building and enrich the lives of the builders.

> I do not want a marble church for every village; nay, I do not want marble churches at all for their own sake, but for the sake of the spirit that would build them. The church has no need of any visible splendors; her power is independent of them,—her purity is in some degree opposed to them. The simplicity of a pastoral sanctuary is lovelier than the majesty of an urban temple; and it may be more than questioned whether, to the people, such majesty has ever been the source of any increase of effective

Figure 1—Front Elevation
Christ Episcopal Church, Anniston, Ala.

Figure 2—Interior
Christ Episcopal Church, Anniston, Ala.

piety; but to the builders it has been, and must ever be. It is not the church we want, but the sacrifice; not the emotion of admiration, but the act of adoration; not the gift, but the giving.—*Ruskin.*

Beauty. The only other essential of a good church building is *beauty,* and, for the best results, that is a real essential. Avoidable ugliness is sin, whether it be found in churches or in folks. It should be the aim of every congregation when erecting a new building to make it as beautiful and attractive as possible. "A church building is the epitome of the devotional spirit of a people. Its beauty, neatness, adaptability and progressive equipment reveal their consecrated energy and sanctified common sense." Fortunately, a church need not be expensive to be beautiful, neither is it necessary that it should be large and imposing. One of the most beautiful churches I have ever seen accommodates only one hundred people. It is built of stone and finished and furnished throughout with red cedar. We are pleased to show herewith the elevation and interior view of Grace Episcopal Church, located at Anniston, Alabama.

In a peculiar sense, churches are public property. They generally occupy the most conspicuous locations in the city or town. Then they are erected, for the most part, with money the people have contributed for that particular purpose. They are generally the best-constructed buildings in the community, and hence will probably stand many years as silent teachers of life's most important lessons. The very sight of God's house should fill one with noble thoughts and lofty purposes.

Bad architecture is as baneful as bad grammar, and more enduring in its influence than unorthodox preaching. . . . . Our churches should be leading exponents of good taste and correct style.—*Badgley.*

Ideals. Buildings express man's ideals. For swine, a pigsty is good enough; for the thoroughbred horse, a fine stable is built; for the family, in which is centered the love of home and dear ones, in some way a residence must be procured that is an expression of our estimate of and affection for its members. How

then should it be when we come to erect a structure for the worship of Almighty God? More conscience is required here than has been displayed in the past. It was the expression of conscience struggling toward the light which caused David to say, "I dwell in a house of cedar, but the ark of God dwelleth within curtains."

The Horrible Example. And yet it is sometimes true that the church is the most unsightly building in the town. Can you not recall having seen an old frame church, whose miserable walks were dangerous to life and limb; which had not been painted for the last twenty years; which had loose blocks of wood for steps; whose foundation was partly gone; with lights of glass broken out, a leaky roof, patches of plaster down, and with the weather vane, which should always tell the truth, occupying an undignified angle and insisting upon making the sun rise in the north? How dwelleth the love of God in such a place! As a usual thing, the man who worships there (if, indeed, it can be called worship) would not suffer such conditions to exist in his own home, and yet such churches may still be seen in our country. Such conditions do not usually result from lack of money, but from lack of conscience. We owe a great debt to our Episcopalian friends. One rarely sees an Episcopalian church that does not have about it some elements of beauty; yet many such a church may be seen whose cost would easily be expressed in four figures.

Utility, Stability and Beauty.—These are practically the only essentials of a good church building, and one is as necessary as the other if the best and most permanent results are to be secured.

CHAPTER III

THE SUNDAY SCHOOL BUILDING

Temple and Workshop. A modern church building should be both a temple and a workshop. God's people assemble here to worship him; hence the building itself, the furnishings, the decorations, all of the appointments—indeed, everything about it, —should unite to produce an atmosphere of reverence and worship.

But there are many phases of church work for which special conveniences are required. Besides the audience room, there will be found in the best-equipped churches a pastor's room or vestry, committee rooms, choir room, social rooms, often a missionary room, reading room, kitchen and others, in addition to the Sunday-school rooms, which include department rooms, class rooms, officers' rooms, library room and property room, to mention only the more useful. These rooms are usually furnished, in many cases elaborately fitted out, and all of them are worthy of careful consideration in a study of the necessary equipment of Sunday-school buildings. There is no reason why a church building should be less suitably arranged for the work done in it than a machine shop, or a well-ordered kitchen in our home.

The Sunday school is the Bible-studying and Bible-teaching service of the church: hence one of the church's most useful and vital activities. The Sunday school then must be adequately provided for, if the best results are to be obtained. There never was a time when so much attention was being given to housing the Sunday school as the present. A recent issue of "The Sunday School Chronicle," of London, England, tells of a great commission appointed by the Sunday School Union for the express purpose of considering structural improvement of modern Sunday-school buildings.

There is abundant reason for this increase of interest in the rapidly growing belief that the Sunday school is the most important department of the church work. The Sunday school deals

with childhood and youth. It is the whitest part of the church's great white field. Out of the Sunday school, we are told, there come four-fifths of the additions to our churches by conversion and confirmation. Yet throughout the country, probably not over one-fourth of the church's time, workers or money is devoted to the Sunday-school work.

Starving Your Children. However, better conditions are coming—indeed, they are already with us. The church is awakening to the importance of this department of its work and giving it full recognition. The Sunday-school building and equipment provided by any church congregation is a clear expression of the sentiment of that church toward the Sunday-school work. The writer has been told of one fine church recently completed, whose audience room will accommodate a thousand people, while the Sunday-school room will accommodate less than two hundred. Unless that church changes its attitude toward its Sunday-school work, it will probably see the day when its Sunday-school room will be large enough for the church service. Nothing can be more suicidal than such a policy. It is like starving one's own children. Such instances, however, are rapidly becoming rare.

In the early days of our country when the younger and sturdier members of many of the New England families turned their faces to the West to make their future homes, the sage counsel of old men to their sons was this: "First, build yourself a good barn, and by and by your barn will build you a good house." That was good farming sense, and just so far as this advice was followed did the young frontiersmen prosper. A good barn meant better care of horses and cattle, and consequently, more and better work from them. A good barn meant farming machinery protected from the weather, thus lengthening its life—and this was economy. A good barn meant crops carefully housed and protected, making them more marketable. The wisdom of this advice is evident.

Build a Good School. In the same manner, and with equal truth, it can be said to any church, "Build yourself a good Sunday school, and by and by your Sunday school will build you a good church." This suggestion refers chiefly to the organization,

but proper and adequate buildings and equipment will hasten the day of its fulfillment, for the best work requires good tools. No church can hope to be permanently successful which pays easy-going attention to its Sunday school, and which does not adopt its Sunday school into its warm heart-life—protecting it, supporting it, loving it and showing a genuine and substantial interest in it by providing the best buildings and equipment within its power.

Ideal Sunday School Room. The ideal Sunday-school room has not yet been built. When it is built it will not be ideal, for conditions and ideals will then have changed. No modern church building may truly be said to be up to date even now which does not provide adequately for its Sunday school. It is the source of no small satisfaction to note that this fact is being more and more recognized by ministers and laymen of all denominations.

I am glad to observe also that the basement Sunday-school room is rapidly passing away. The ordinary basement room with damp floor and walls, low ceilings, half windows, furnace and fuel in one corner, stepladder, brooms and broken furniture in another, is surely not well adapted to Sunday-school purposes, and the church which requires its school to do its work in such a place will not draw large dividends on its investment. The time is coming when any building committee suggesting such a thing will risk its reputation, and bring down upon it the well-deserved censure of the church members, and especially of those belonging to the Sunday school.

The Sunday-school room should be completely above ground to avoid dampness, defective lighting and ventilation, awkward stairways and other disadvantages. It should be, if possible, as high of ceiling, as well equipped and attractive as the church room itself. Is there any good reason why the children in God's house should have any less favor than the children in our own homes? Give the Sunday school an opportunity to exert its full power and prove its real value by surrounding it with conditions that lend themselves to its success.

There should always be plenty of light. The English Day School Code Book says: "Every part and corner of a schoolroom

should be fully lighted. The beneficial effect of a well-lighted building upon the health and comfort of teachers and pupils can hardly be overestimated. Ventilation also should be well looked after. The inattention of young people, it has been found, is frequently the result of physical discomfort from badly ventilated rooms. Systematic provision should be made for frequent copious inlets of fresh air as well as the outlet of foul air." Winding stairways whose steps are narrow at one end and wide at the other are to be avoided. They are very dangerous to life and limb.

Department Rooms. The most practical Sunday-school buildings for present-day needs are those which make it possible to seat the school by departments and classes in separate department and class rooms. Each department should have an organization and an entity of its own. Yet it should be possible to throw the entire school (except the Beginners and Primary and—perhaps—the Junior departments; that is, all the pupils up to and including twelve years of age) into one audience room for the opening or closing exercises or special services of the school. It does not follow that this should be done every Sunday with all of the departments, though it should always be possible. "Separateness and togetherness"—the school as a concentrated organism, and as a number of independent organisms—ought both to be considered.

As to the most desirable shape for any auditorium, whether it be a single room or divided into department and class rooms, we have a safe and accurate guide in the instincts of man. In this, as in many other problems, we discover that instinct is a safer guide than reason itself. In proof of this assertion it is only necessary to quote from one of the best authorities in our country on this subject, Mr. George W. Kramer, Ecclesiological Architect, New York City, who says in a recent work:

"Observe how an audience will shape itself about a speaker in the open air, where each endeavors to secure the best position; how the hillside or natural amphitheater is selected; how they form concentric circles to the front and sides. From this the ancients secured their models, and based on this the Greek theater was constructed.

"In worldly matters, those interested have been quick to adopt any idea or arrangement of advantage or profit. The best forms and all improvements for hearing, seeing and for individual comfort have been developed and utilized to their advantage. Is there any valid reason why the modern type of church should not be based on the concert hall or opera house? Was not the church originally developed largely from the pagan temples and basilicas? Does preëmption give the enemy prior or exclusive right to all features or forms of advantage and comfort? Is not everything devoted to sacred uses sacred? Should not our church be as comfortable and attractive as buildings devoted to secular uses?" *

* "The What, How and Why of Church Building"—page 51.

CHAPTER IV

STEPS TO SECURE A NEW BUILDING

Steps to Take. It is impossible to separate the church from the Sunday school in the discussion of our subject. An entirely separate Sunday-school building is considered ideal by many—yet with few exceptions the church and Sunday-school rooms are at present under the same roof. It is therefore impossible to consider the needs of the Sunday school separately, though Sunday-school buildings are often erected as a part of the church structure, being connected with it by a large opening in the wall or by hallways. In many ways this plan answers the purpose of separate buildings. In the specific consideration of methods of procedure and plans of operation, however, I shall endeavor to have the Sunday school in mind as I proceed. It is my purpose to give in their proper order all the necessary steps to secure a new building.

Realize the Need. THE FIRST STEP.—To realize that a new building is needed is the very first step. The need of a new building usually appears gradually. It may be that the old building has become unsafe, or too small, or has not proved to be adapted to the purpose; or it may be that it is necessary to remove to another locality. More frequently, however, a new building seems necessary because the leaders of the school have received a new vision of the possibilities of the Sunday school, and feel that these possibilities can never be reached fully with the present building and equipment. We need to remember that the Sunday school in its natural evolution toward better things has made the ideals of the past the necessities of the present. Until there is a general recognition of the fact that a new building is a necessity, it is almost useless to proceed farther.

Create Sentiment. THE SECOND STEP.—To create new building sentiment in the church and Sunday school is logically the next step. There will be, no doubt, a conservative inertia to overcome. There will be heard many such expressions as these:

"New buildings cost money." "This present building has done good service for many years." "Wait until the times are better." "Why incur this expense?" At this stage great care should be taken, or friction will arise in both the church and school. No church can safely go forward to build a church or Sunday-school room until there is practically unanimity as to the desirability of the project.

How can this sentiment for a new Sunday-school building be encouraged? First of all the pastor can preach about it, laying the needs of the Sunday school plainly before the congregation. Then, the superintendent and other leaders in the school can make addresses before the congregation on Sunday and also at the midweek meetings, endeavoring to impress clearly the fact that the school could do much better work and be of greater help to the church if it were properly housed and equipped. Attention should be called to other schools with superior advantages. But the one argument that will go the farthest, probably, in bringing the church members to realize what the school already knows, is that the better the school is taken care of, the more surely will it be a church builder and feeder.

In the Washington Street Sunday School, of Toledo, Ohio, many years before the new building was erected, a small sum of money was set apart every Sunday from the regular Sunday-school offering and deposited as a "Nest Egg," while a prayer was made to God to bless the little fund and make it grow, so that when a new building was needed, we might have something to start with. This scheme had a great educational influence on the school, especially among the younger members. Though the sum thus raised was not large, the ever-present fact that a new building was "in the air" hastened the day of its appearing. The pupils began to talk about it in their homes, and to picture the new building in their minds. This sentiment must be created before it is wise to proceed farther.

Decide Tentatively. THE THIRD STEP.—The church should next decide to go forward, if possible, with the building. The meeting for the purpose of securing this decision needs to be very carefully conducted. The pastor will probably be in charge.

Let me say, in passing, that unless the pastor is heartily in favor of the movement, it will be difficult to secure the desired results. At this meeting there should be the fullest discussion on all possible sides of the subject. The promoters of the new building should listen courteously and with patience to the man who says "go slow," and to the man who is opposed to going at all. They should take pains to have a prayerful spirit pervade the service. Then they should endeavor to secure, so far as possible, a unanimous vote when action is finally taken. The first vote should be taken with the understanding that it is merely tentative, and depends upon whether or no the expense will be within reach when the plans and estimates are finally presented. The church should clearly understand every detail involved before the final vote to build is taken.

Appoint Building Committee. THE FOURTH STEP.—Appoint a building committee. This committee should be chosen carefully. It should be composed of those who know exactly what is needed and who are in a position to see that the church secures what it bargains for. The committee should represent every department of the church, so far as possible, and should be made up of practical men who understand the situation and who have the best interests of the church on mind and heart. The chairman should be an enthusiast on the subject, and a man who can devote considerable time to the duties of his office.

The committee should not be too large; perhaps five or seven members are enough. The more conservative element in the church should not be neglected in making up the personnel of this committee. One or two such members will serve as a balance wheel to the rest of the committee. Since it is a Sunday-school building they are considering, the committee should be very much alive to the interests of the Sunday school. This committee should be properly organized, with a chairman, secretary and treasurer. I suggest that the secretary and the treasurer may be the officers who occupy similar positions in the church, provided they are otherwise qualified to serve on this committee. The superintendent should certainly be a member, and others actually engaged in working in the Sunday school. It will be time very well

spent if some of the members of this committee visit some up-to-date Sunday-school buildings, where new and valuable ideas may be caught and put to practical use.

The Architect. THE FIFTH STEP.—Engage an architect. Many building committees make costly mistakes, erecting great monuments to their own lack of wisdom in poorly constructed and ill-adapted church and Sunday-school buildings, simply because they have not given to the architect his rightful place. Too many building committees decide upon the size, shape and style of the building according to their own ideas, and when everything is crystallized, an architect is called in who serves simply as a draughtsman. No architect but the real architect of the building can do his full duty by any building committee.

Before deciding upon plans or any other details, select an architect who is familiar with the kind of work you wish to have done, and one in whom you have the utmost confidence. The more church and Sunday-school buildings he has erected, the better. Do not select a local architect simply because he is local. Let the best interests of the school be the first and only consideration. Then, take your architect into all your counsels. If he is interested in church and Sunday-school work, he will approach the work with more zest, and this fact will be an additional incentive for him to render his best service. Do not look upon your architect as a hireling. He knows, or should know, more about buildings than the building committee does. If you cannot trust your architect with every detail of the plans with the assurance that he is not going to take the slightest advantage, you have not selected the right architect.

An architect should be regarded not only as a business man, but as a professional man, and treated as one treats his physician or lawyer. No sane man would undertake to dictate to his lawyer, if the lawyer were worthy of his profession, the details of any legal procedure. He would, on the contrary, lay before him all the conditions entering into the case, trusting him to bring about the right result and to prosecute the entire case with fairness and intelligence to the end. It is the same with a physician. Probably more blunders are made at this point than at any other in the

whole range of church building. Of course the building is to be erected for the purpose of meeting the needs of the school, and not for the purpose of enabling the architect to display his skill, but it is the part of wisdom to permit the latter while strenuously demanding the former.

The common custom in many localities of having a number of architects draw plans for the same building, and thus placing them in competition with each other, is pernicious in its results, unfair to the architects, and is not looked upon with favor in professions where purely technical and highly skillful knowledge is required. The best and most experienced architects do not wish to compete in this manner.

Architect and Committee. THE SIXTH STEP.—Let the entire building committee and the architect have frequent sessions together—as many as are necessary. These are the times to lay before the architect the numerous requirements of the Sunday school. He will need to know how many people are to be accommodated; how the space is to be apportioned among the different departments of the school. He will need to know which of these departments are most likely to require more room than others in the years to come, and proportionately how much; for it is folly to build without planning for future growth. More frequently than otherwise the faith of the church and the committee is not sufficient at this point, for they fail to count on the impetus to growth that usually follows the construction of a new, attractive and convenient building. Usually a church builds but one such building in a generation. Therefore, it is wisdom to use telescopic vision, and build large. Bishop McCabe, referring to this very matter, used to say: "You can pay off a mortgage, but you can not remove a regret."

It would be well for the architect to visit the Sunday school a number of times while it is in session, so as to become familiar with its size, lack of room, equipment and conveniences, number of departments and method of operation. Indeed, the more he knows about all of the details connected with Sunday-school administration, the more likely will he be to meet the needs of the school, when those needs are expressed in the fixed form of the

permanent structure. He will need to know, in a general way, the financial possibilities and limitations of the church, that he may understand how to apportion properly the relative expenditures for beauty, stability and utility, for the new building must have all three. Not until the architect is thoroughly familiar with all these facts is he ready to proceed. Suppose it is determined that the expenses must not exceed a given sum, and the building must accommodate a given number of people. It is evident the building cannot be made of as expensive material, or be as elaborately decorated as though the cost were to be twice as much for the same number of people. On the other hand, the building can be made better than if the seating capacity were increased and the cost remained the same.

It is therefore apparent that the architect's voice should be heard in regard to everything that has to do with the size, style and expense of the building.

Secure a Lot. THE SEVENTH STEP.—Secure an option on a lot; perhaps it would be well to secure options on several lots. Unless land is plenty and there are a number of available lots, this is an important consideration. It may be that the church already has a lot adjoining its present building, where the Sunday-school portion of the structure may be added to the present church building. If so, much time is saved. In this case, however, the architect will have the added responsibility of making the new part of the building conform to the lot, and harmonize, in its outward appearance at least, with the church structure of which it is to be a part.

In the selection of a lot for either church or Sunday school, it is always well to allow for future growth in membership and future additions to the present structure. It is never wise to buy a narrow lot between a street and an alley, or between two permanent buildings, and crowd a building into it, when the probability is that more room will be needed by and by. Church buildings are not usually marketable. Never buy a lot simply because it can be had at a bargain. Get what ground is needed to secure the best results present and future. If you cannot get it now, wait until you can. A spacious corner is always desirable. It is to be

regretted that so many churches are in the middle of the block while saloons occupy the corners. The cost should never be the first consideration. There is, happily, at present a marked tendency, especially in smaller places, to erect church edifices on spacious lots which add greatly to their beauty and the beauty of the whole town. Every church edifice should be "a thing of beauty" and "a joy forever," and should make every citizen proud that such a structure adorns the streets of his city.

CHAPTER V

FINAL STEPS LEADING TO THE COMPLETED BUILDING

" . . . . . When we mean to build,
We first survey the plot, then draw the model;
And when we see the figure of the house,
Then must we rate the cost of the erection;
Which if we find outweighs ability,
What do we then, but draw anew the model
In fewer offices; or at least desist
To build at all? . . . . . "
—(HENRY IV, Part II, Act I, Scene III.)

Count the Cost. THE EIGHTH STEP.—Not until all these steps have been taken is any building committee or architect ready to set about drawing the plans. Having decided what the Sunday school needs, and the expense of the lot—if one must be procured—it should be determined approximately how much money, in the judgment of the committee, is available for the structure itself. Since church buildings abide for many years either as a joy or as an eyesore to those who pass by them, it is better to defer building temporarily than to put up a makeshift. When it is finally decided, however, just what sort of building you can erect within the limit of your resources, the architect can proceed intelligently with his drawings.

Draw the Plans. THE NINTH STEP.—Have the architect, now thoroughly familiar with all conditions, produce plans and specifications. He now knows exactly what sort of building is wanted, and for what purpose. He knows how many people are to be accommodated therein, and what percentage of growth is to be allowed for. He knows approximately how much money can be expended on the building, as well as the size and shape of the lot. Here is where his professional skill is brought into service, and if it is not sufficiently in evidence, a mistake has been made in choosing him.

These plans and specifications, when completed, should be carefully gone over by the building committee until they are

familiar with them and agreed upon them. The plans might be presented to others who are specially interested in the building though not members of the building committee, in order to get their suggestions. The committee should know every step of the ground, and take time to go over the plans in detail with the architect. No doubt changes will need to be made and this is the time to make them. It does not cost so much to make changes at this point as it will later on.

Final Action. THE TENTH STEP.—When the plans and specifications are ready, options on lots secured and estimates of cost procured, report again to the congregation and ask for final action. This will be a very important meeting, and ought to be one specially called for this purpose. Here the plans should be displayed. They should not be rolled up and laid on a table but tacked upon the wall or blackboard where they can be seen by everyone. All the members of the building committee and the architect should be present to answer questions and explain details.

After the devotional services, there should be given the report of the building committee, which should present in detail the various steps taken since the church was assembled before to consider the same subject. The report of the committee might be followed by statements from the architect, who would also answer any questions about the plans. The options on the lots should be presented, and the approximate cost of the whole undertaking laid before the church.

Having presented to the church in this manner all the information possible, and having answered all the questions raised, there should follow a season of prayer for God's guidance in the whole matter. Then, if the church is ready, proceed to take the vote. If the committee is agreed on all points, as it should be, and simply asks the church for its approval and endorsement, there is little danger of disagreement. If there are indications that the vote will not be at all unanimous, it would be well to defer final action, trusting in the meanwhile that the various views may become unified. It is well, however, if at all possible, to secure a unanimous vote at this time. A delay will chill the

whole enterprise and bring unhappy results to those who have stood in the way of progress, no matter how honestly they have held to their views. Great care should be taken that nothing be done which in any way appears to treat lightly the views of those who disagree with the majority.

The Money. THE ELEVENTH STEP.—Get the money. Do not begin definite operations nor let any contracts until sufficient funds have been secured or pledged to warrant the step. Use every precaution to avoid a debt. Churches should transact business in a businesslike manner, for the business reputation of a church ought to be of the best. The slipshod methods of many churches in connection with the financing of their new buildings have brought reproach upon the cause we love. Churches should be scrupulously careful to meet their obligations promptly and in full.

It may be well to issue a sort of prospectus, stating briefly the needs of the school and the purpose of the church in building —provided the necessary funds can be secured. This prospectus should be a creditable piece of printing, giving pictures of the proposed building, elevation, ground floor plans, et cetera. The amount of money needed should be clearly stated, as well as the proposed method of securing it and time of making payments. A blank pledge should be printed on one page of the prospectus; this will prove more suitable than a separate pledge card. Much more money will be pledged if the pledges cover a period of years, but the period should not be too long. Three years are better than five, for it should be remembered that time pledges are not worth face value by the amount of the interest. The full face value should be provided for in some way in the pledges themselves. Then, all pledges of this sort show a shrinkage because of deaths, removals and other causes. This shrinkage often amounts to ten per cent or more, and seldom less than five per cent.

Call a great meeting of the church when the project is launched, and have as many pledges signed at that time as possible. Then let the building committee systematically solicit all members of the church and the older members of the school who have not made pledges. Despise not the small gifts, but work hard for the large ones.

The easiest way to raise money for a new church or any Christian enterprise is to give it. Avoid suppers, fairs, bazaars and similar pay socials as means for raising money for God's house or his work. These may have a value socially, but no church can depend upon them as a means of raising its money without lowering its spiritual power and losing its dignity before the world. There is no quicker or surer way to bring reproach upon the church than through these methods. As the pledge-making proceeds, frequent public statements should be made so that all may see the progress. Sometimes a device that appeals to the eye is useful. Suppose, for example, a large drawing of the elevation of the proposed new building be placed upon the wall or a blackboard. Cover the entire drawing with small cards marked with various sums, as $10, $25, $50, $100, $1000, et cetera. As these sums are subscribed for, remove the cards. The interest will grow as the vanishing cards reveal parts of the building. When the cards are all removed, "the new building is in sight."

Allow special gifts. One man will put in a memorial window. Another is especially interested in the organ. Try to interest everybody. It sometimes works well to set a time in which to raise a given amount, or to secure conditional gifts provided a certain amount is contributed by a certain date. Work to a climax. Keep everybody busy. When the sum is reached, or is near enough to insure success, have a thanksgiving prayer meeting, for you are then ready for the next step.

Let the Contract. THE TWELFTH STEP.—Make the contracts. Having decided upon the plans, and everything else being in readiness, the contracts should be made. It will rest largely with the building committee in consultation with the architect whether or no there shall be one contractor or several. Usually it is better to have the one.

At this point it is right and proper to call for competitive bids. Some time will be necessary and it is unwise to make too great haste. The right should be reserved to reject any or all bids, and to accept the one that will, in the judgment of the committee, lead to the best results. Here the architect's counsel will be

invaluable, for there will be many things to guard against, which, if allowed to go unguarded, will cause endless confusion and trouble. All contracts should conform not only to the requirements of the architect's plans and specifications, but also to the requirements of the lawyer. Never enter into a contract with an individual or a firm that is not able to "make good" in every particular and that cannot be made to make good if occasion should require.

Supervision. THE THIRTEENTH STEP.—Secure proper supervision of the building while it is in process of construction. The architect exercises such supervision if specifically employed to do so. This can be done in a few visits and by correspondence, though the more visits made the better, lest unsatisfactory material be used and covered up during the absence of the supervisor. Such defects of construction are not always purposely made, but often result because of the ignorance and carelessness of workmen. This supervisor, or superintendent, should have authority to speak when occasion requires, and thus be able adequately to represent the church and protect its interests. Possibly some member of the building committee would be competent to serve in this capacity if the architect is not engaged for that purpose. The supervisor, or superintendent, should visit the building often—every day, if possible,—while it is in process of construction,—and see that the work is being done according to the plans and specifications. It will be well to have the plans so definitely understood and so thoroughly approved that changes may be avoided. Every change gives opportunity for extra expense. Some contractors like these changes and will seek occasions for making them. All such changes are costly, and should be avoided if possible.

Dedication. LAST STEP.—The dedication. The method of dedicating the church or Sunday-school room does not come within the province of this book. However, in the writer's judgment, no building should be dedicated to the service of God until it is entirely paid for, or until there are enough good pledges secured to provide for the payment. It does not seem to be honoring God thus to set apart a building by sacred ceremony,

for the holy purpose of worshiping Him, when the contractor still owns a large portion of it, when the architect has been asked to wait for his money, when the seats are unpaid for and there is a mortgage on the property unprovided for. God's house should belong to God's people before they can honorably dedicate it to God's service.

CHAPTER VI

TYPES OF BUILDINGS

That our discussion may be as helpful as possible, more intimate consideration of types of buildings may be taken up, with concrete illustrations of as many as may be, including floor plans, and so forth.

Kindly bear in mind that the illustrations produced are intended simply as suggestive types, the purpose being to present general features rather than details adapted to the local need.

While there is great variety in church and Sunday-school buildings, I find upon investigation that the distinctive types are comparatively few. I shall consider here but four types, and they practically cover the whole field, except the various styles of separate buildings.

First Type.—The Sunday-school room connected with and opening into the church auditorium practically in front of the platform, so that when both are thrown into one room the occupants of the Sunday-school room face the speaker and are immediately in the rear of the occupants of the church auditorium.

This is a very common type of building and is susceptible of varied treatment in the hands of an architect. The two portions of the building are usually separated from each other by a rolling partition or a heavy solid partition, sometimes moving up among the rafters and at other times down into the basement, requiring machinery to operate it, unless hung with balancing weights.

Very frequently the outline of such a building is rectangular, and considerably longer in proportion to the width than if it were not a combined building for both the church and the Sunday school. Sometimes, however, the buildings of this type are almost square, with the pulpit in the corner, as indicated on the next page.

As a good illustration of this type of building, I am pleased to present the three accompanying tracings of the First Baptist Church of Worcester, Massachusetts. This is a very complete

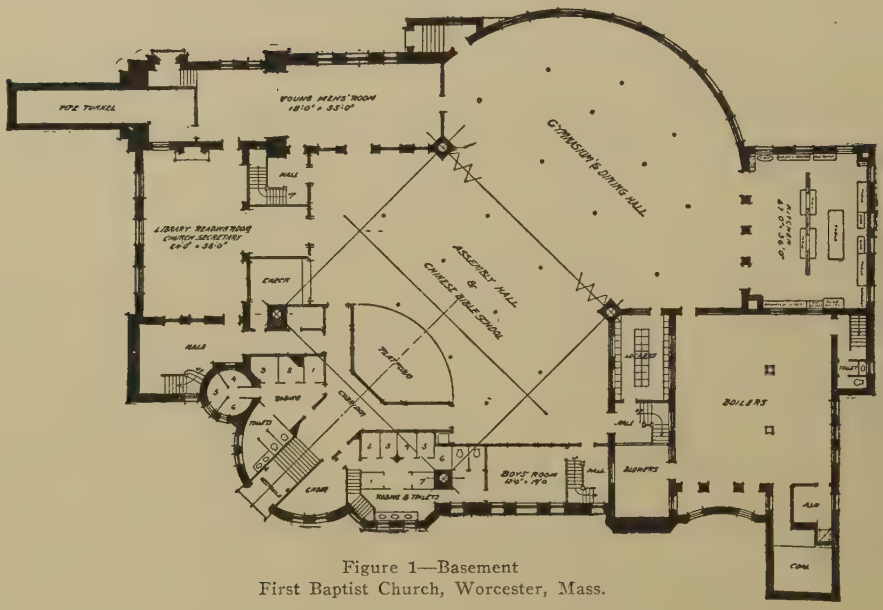


Figure 1—Basement
First Baptist Church, Worcester, Mass.

building, and admirably adapted to the purpose for which it is designed.

Figure 1 presents the basement plan, or "Social Floor," so called, where the general idea of the entire building is carried out. The basement, which is available for Sunday-school purposes, extends under the auditorium as well as the Sunday-school room proper. It will be noticed that by the moving of folding partitions, which are indicated in the diagram, the gymnasium, dining hall and assembly hall can be thrown into one large room practically in front of the spacious platform. This arrangement lends itself admirably to entertainments of various sorts.

Figure 2 is the first-floor plan. This shows an arrangement of ten class rooms, with the central space available for general purposes. The various large rooms indicated in the diagram might be used for large organized classes, or for the Beginners or Primary Department.

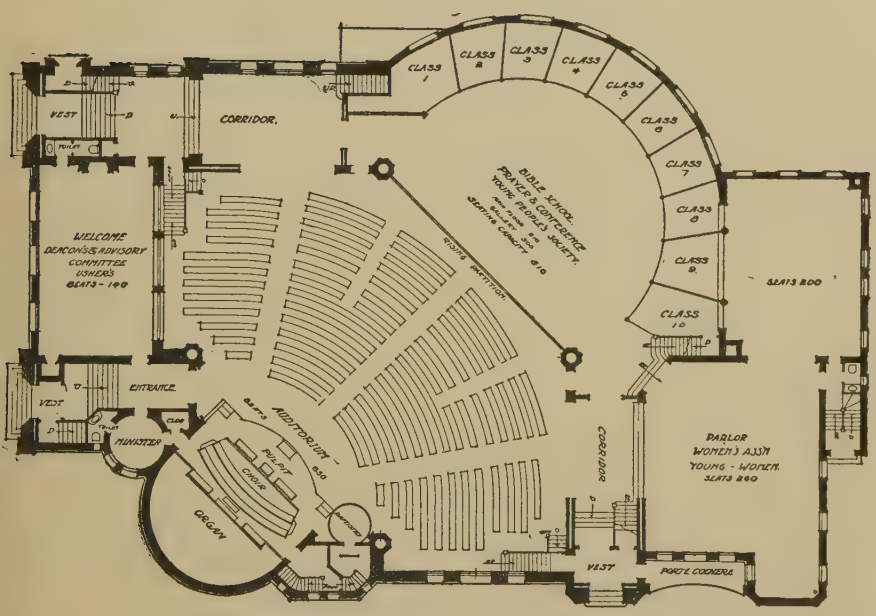


Figure 2—First Floor
First Baptist Church, Worcester, Mass.

Figure 3 presents the gallery plan, where the same general arrangement of class rooms is carried out. The galleries of the main auditorium are available here for class work if desired, though they would be separated from the rest of the school. The Mothers' room would be well adapted for the Primary or Beginners Department; if used for the Primary room, the Beginners might occupy the nursery. A girls' class room is indicated also in one corner of the building.

Perhaps no other type of combined building is more popular than this or more satisfactory on the whole.

Second Type.—The main Sunday-school room may be opened into the auditorium, but is not directly in front of the pulpit.

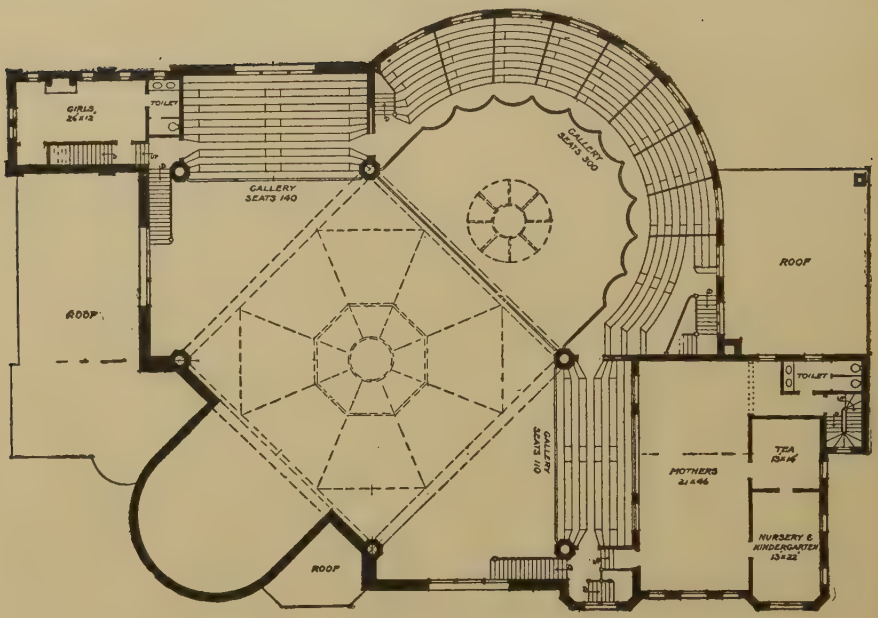


Figure 3—Gallery
First Baptist Church, Worcester, Mass.

There are many varieties of these buildings. The Sunday-school section may be thrown into the church auditorium by the use of movable partitions. As a rule, however, not all of the Sunday-school room is available for audience purposes when it is opened into the main room. When the church and Sunday-school rooms are opened together in this way, the long diameter is sidewise instead of lengthwise. As a single auditorium this is not so satisfactory as the first type; for Sunday-school purposes, however, it is perhaps better than the former.

This type yields to a variety of treatment, and it is probable there are more buildings built after this general pattern than of any other combination buildings. I shall therefore consider several sets of illustrations.

First, let us look at the Pilgrim Congregational Church at Cleveland, Ohio, which is one of the most elaborate and thoroughly equipped institutional churches in the country. The building itself is 132′ x 122′ in size, and cost $120,000. It is frequently referred to in articles on church and Sunday-school architecture.

Figure 4—Basement
Pilgrim Congregational Church, Cleveland, O.

Figure 4 presents the basement plan, which is very complete and convenient. It contains the Boys'-Brigade drill room, quarters for the week-day kindergarten, sewing school and other features of institutional church work.

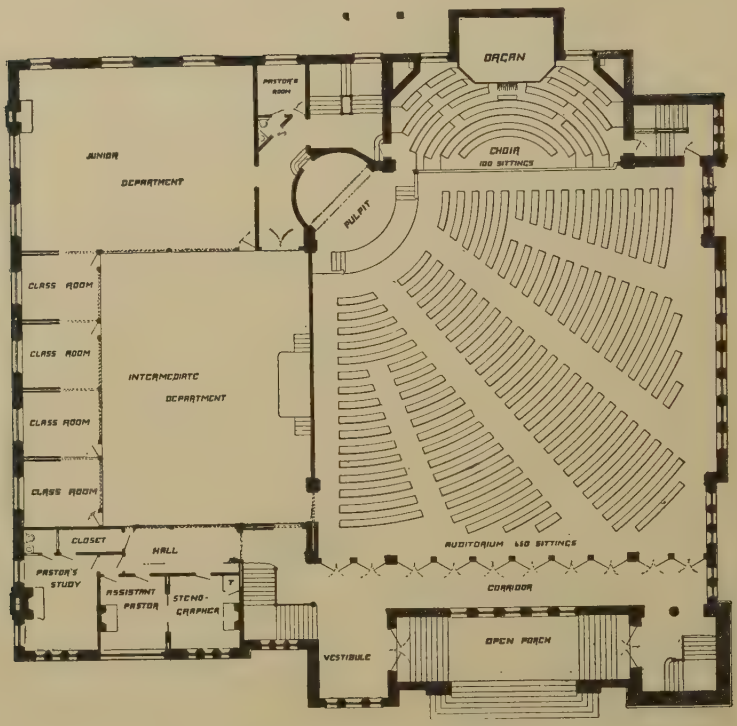


Figure 5—First Floor
Pilgrim Congregational Church, Cleveland, O.

Figure 5 represents the first-floor plan. The heavy partition between the church and Sunday-school room is movable, though the drawing does not clearly indicate it. One of the unique features of this room is that all the partitions dividing the Sunday-school portion into departments, as well as the great partition separating the church auditorium from the Sunday-school room proper, are operated automatically in sections by levers located under the superintendent's desk, thus giving to that officer the control of the whole school. The moving of these partitions requires the aid of an engine in the basement.

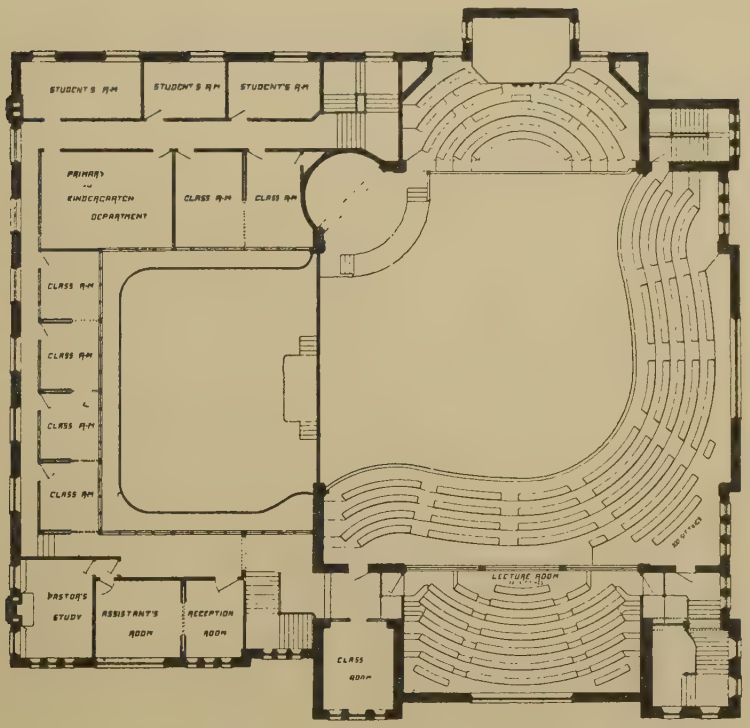
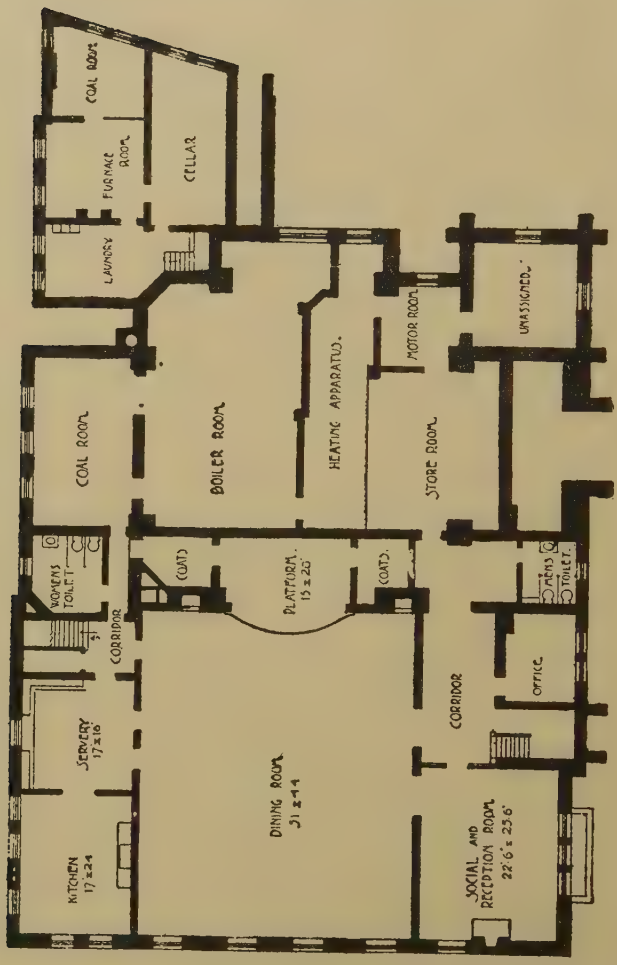


Figure 6—Gallery
Pilgrim Congregational Church, Cleveland, O.

The class-room plan is carried out in the gallery, as is indicated in Figure 6.

The second illustration under this type is the building of the First United Brethren Church of Dayton, Ohio, including the parsonage, which is part of the same structure. This a very complete and convenient building, and is admirably adapted to its work in every way.

The basement plan is well arranged for the social features of the church and school. The first floor shows the class rooms.



Peters, Burns & Pretzinger, Architects

Figure 7—Basement
First United Brethren Church, Dayton, O.

This differs from our last illustration in having the pulpit at the end of the auditorium instead of in the corner.

It will be noticed that there is a Mothers' room, or retiring room, just off the Primary room. The class rooms appear to be

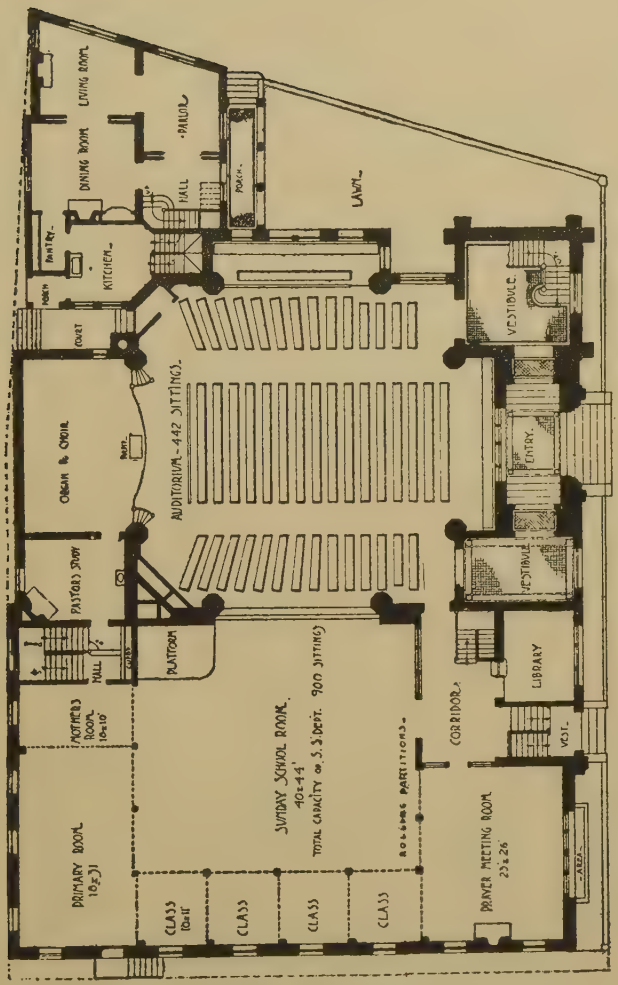


Figure 8—First Floor
First United Brethren Church, Dayton, O.

square, but as they are formed by rolling partitions there are no class rooms at all when the partitions are not in place. The same arrangement of class rooms practically holds in the gallery also.

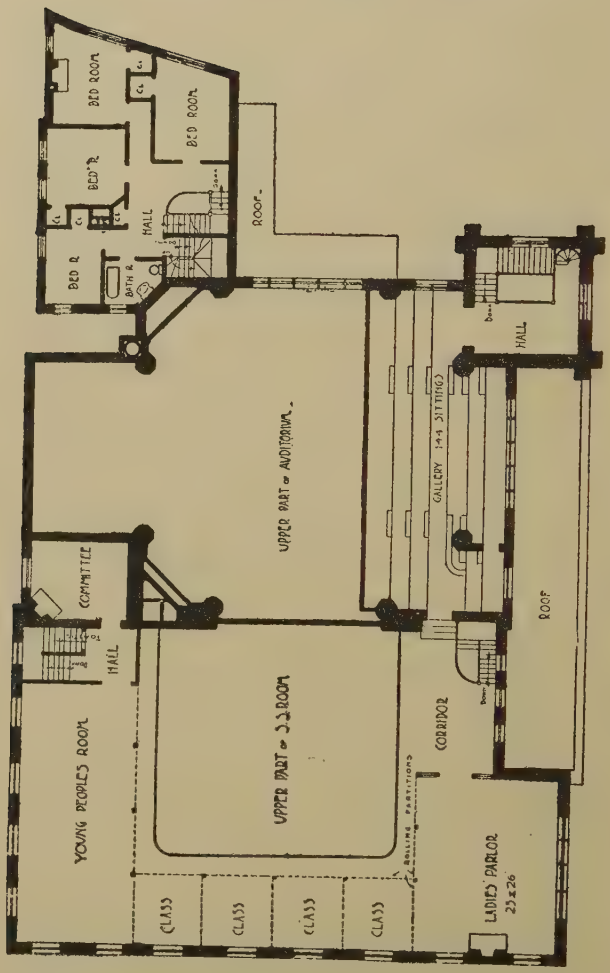
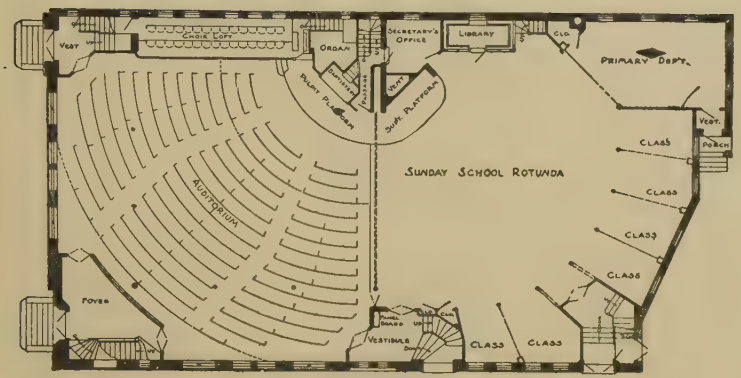


Figure 9—Gallery
First United Brethren Church, Dayton, O.

The third illustration under this type is of the Central Christian Church of Huntington, Indiana. This is not so expensive a building and lacks some of the features presented in the other two. The same general features, however, are carried out.



George W. Kramer, Architect, New York City

Figure 10—First Floor
Central Christian Church, Huntington, Ind.

The basement plan, though not represented here, is conveniently arranged for those features of the work usually carried on there.

It has one advantage over the preceding illustrations of this type in that by moving the pulpit somewhat the entire Sunday-school room is available for audience purposes when thrown into the auditorium.

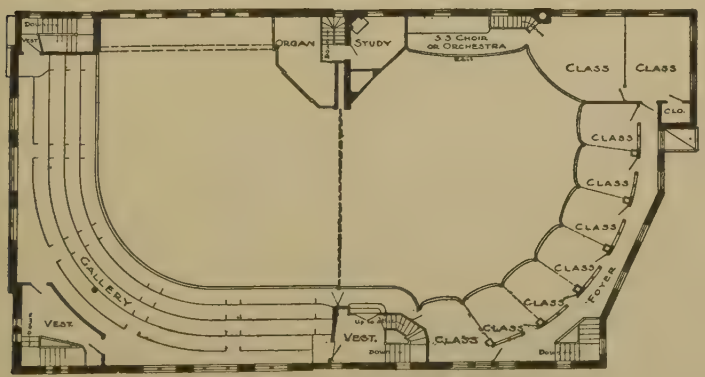


Figure 11—Gallery
Central Christian Church, Huntington, Ind.

This style of building is easy of construction and may be made quite inexpensive.

Third Type.—The Sunday-school rooms and the church auditorium practically in one building, though entirely separated.

A good illustration of this type of building is found in the First Presbyterian Church of Wichita, Kansas.

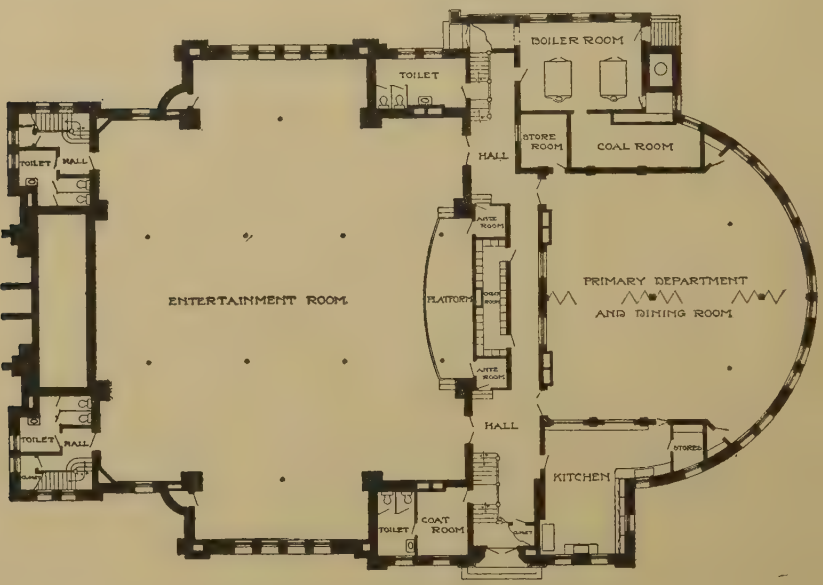


Figure 12—Basement
First Presbyterian Church, Wichita, Kan.

If the pastor of the church and the superintendent of the Sunday school were both in their places at once, they would be standing with their backs to each other, with a heavy, solid wall between them, or perhaps with the organ between them, or both. There is usually a passageway, however, from the auditorium to the Sunday-school room on each side of the platform.

The advantage of this type is that you have practically a separate Sunday-school room, and are able to carry out some of

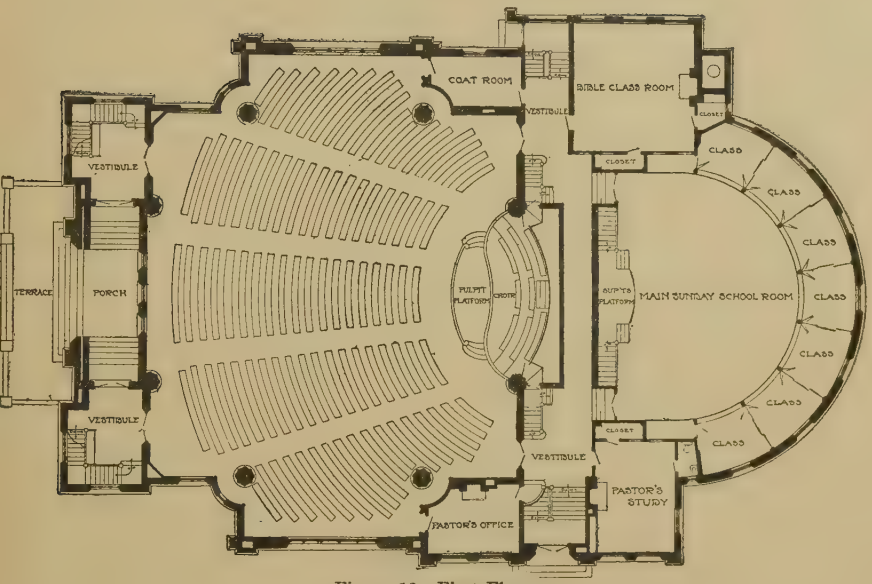


Figure 13—First Floor
First Presbyterian Church, Wichita, Kan.

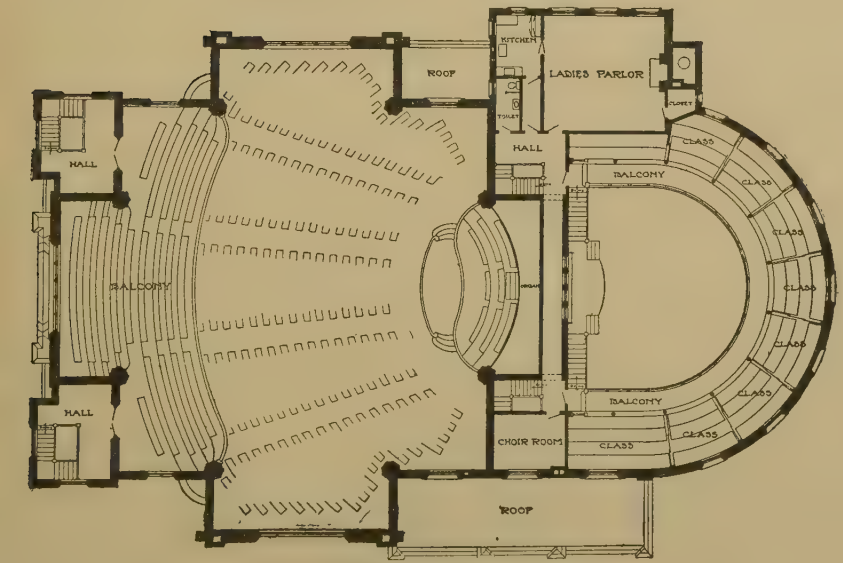


Figure 14—Gallery
First Presbyterian Church, Wichita, Kan.

the more up-to-date Sunday-school ideas in the matter of architecture. The serious disadvantage is, however, that the Sunday-school room cannot be used to increase the seating capacity of the auditorium. It will be noticed that the Sunday-school end of this building is admirably adapted to all branches of Sunday-school work.

The Akron Plan, so called, is built after this manner, and is not an entirely separate building, as many have supposed.

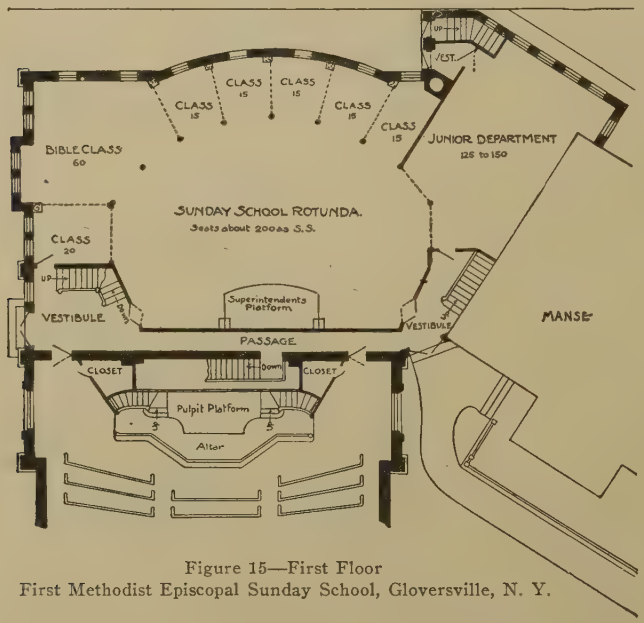


Figure 15—First Floor
First Methodist Episcopal Sunday School, Gloversville, N. Y.

It is not quite so desirable as an entirely separate building for the Sunday school, because of the solid wall separating it from the church proper. More and more the separate Sunday-school room is becoming popular, though of course the expense of constructing such a room is greater than would be the cost of a combined building.

Another good illustration of how this plan works out on an irregular-shaped lot is shown in the building of the First Methodist Episcopal Sunday School of Gloversville, New York, plans of which are herewith presented.

The Beginners Department occupies the corner room on second floor, marked "Large Class," and the Primary Department the "Large Class" room adjoining. It will be noted that there are two other rooms for large classes.

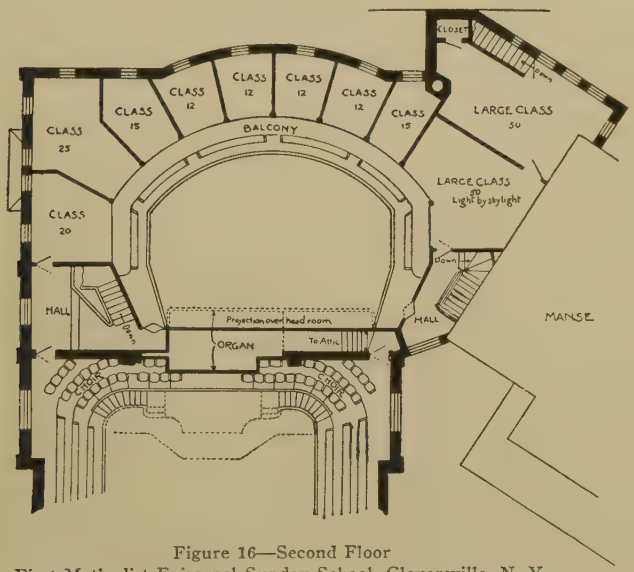
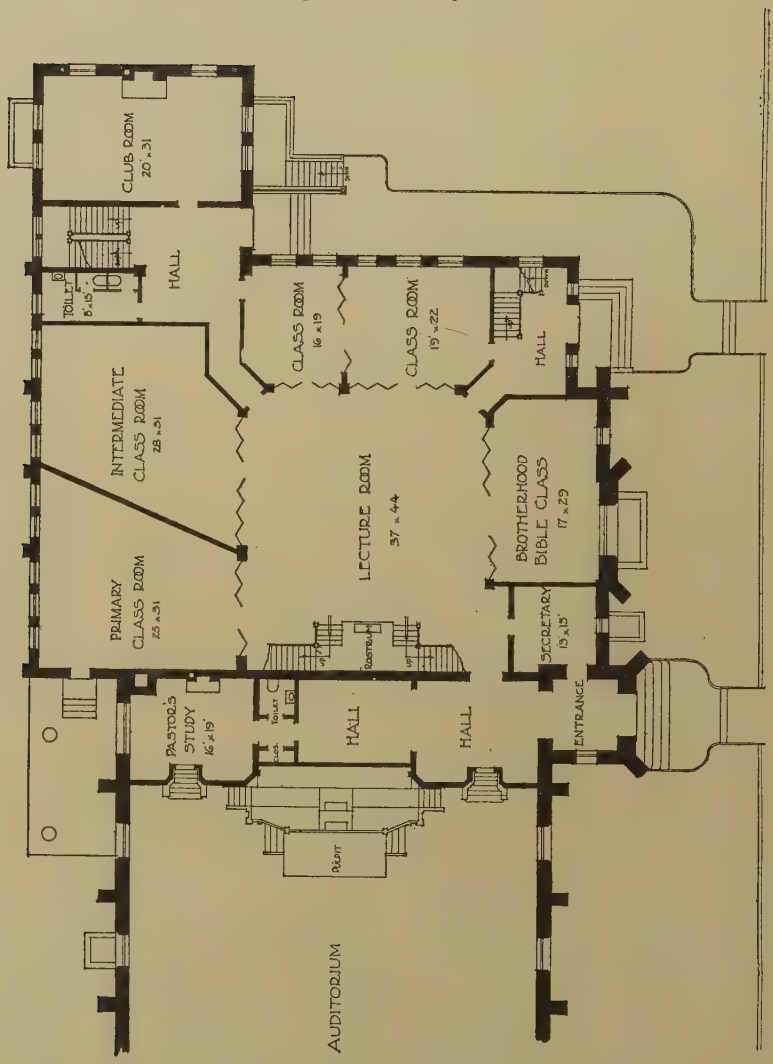


Figure 16—Second Floor
First Methodist Episcopal Sunday School, Gloversville, N. Y.

This plan is admirably adapted to Sunday-school purposes. Visitors' seats will be observed in the gallery around the passageway.

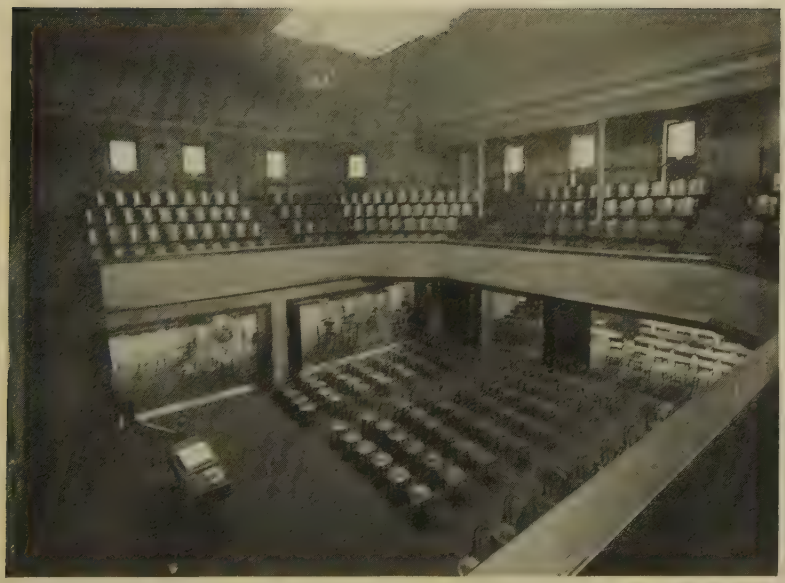
Inasmuch as this type is the first step toward the entirely separated Sunday-school building, which without question is the ideal, two more sets of tracings are presented, in order to show the variety of detail possible under this general plan.



McDonald and Dodd, Architects, Louisville, Ky.

Figure 17—First Floor
Second Presbyterian Church, Louisville, Ky.

This is the first-floor plan and gallery plan of the Second Presbyterian Church of Louisville, recently completed.



Kenneth McDonald and W. J. Dodd, Architects, Louisville, Ky.

Figure 19—Interior View,
Sunday School Room
Second Presbyterian Church, Louisville, Ky.

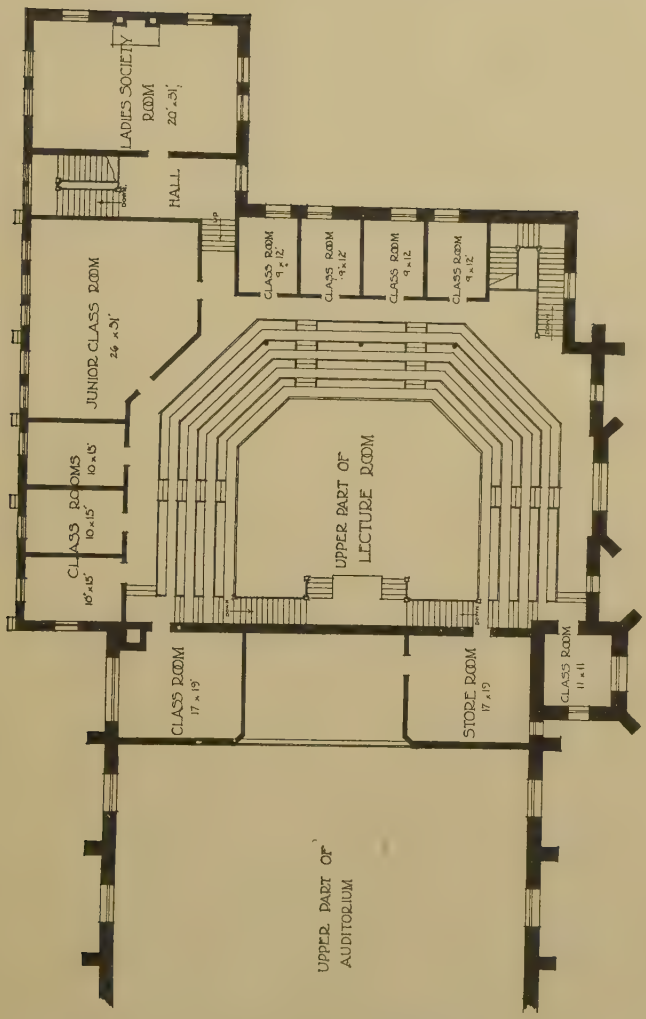


Figure 18—Second Floor
Second Presbyterian Church, Louisville, Ky.

The rooms appear to be adapted especially for large classes, but small classes could as easily be provided for.

R. H. Hunt, Architect, Chattanooga, Tenn.

Figure 20
First Baptist Church, Mobile, Ala.

Figure 21
First Baptist Church, Mobile, Ala.

The interior of the schoolroom shows how the younger departments under the gallery are provided for, and also suggests the possibility of curtained class rooms in the gallery.

The last illustration of this type is of the First Baptist Church of Mobile, Alabama. In some ways this is the most elaborately carried out.

The plan of entering the Sunday-school building on either side of the church or at the rear is excellent.

This is one of the most complete buildings I know of in this style.

The spacious rooms to the right and left yield themselves to departmental work admirably.

In some buildings of this sort the organ is so constructed that it has a keyboard in both rooms and is thus available for either the church or Sunday school.

In general it may be said that in this type, aside from loss of light on one side, practically all the advantages of a separate building may be secured.

Fourth Type.—Separate Sunday-school room, with the departments separated from each other.

When the building,—drawings of which are presented here,—was first erected in 1903, it was considered something of an innovation. It is the Kumler Memorial Chapel, connected with the Presbyterian Church of East Liberty, Pennsylvania. More and more, however,—and especially since the introduction of the graded lessons,—this style of building has grown in favor, and will probably continue to do so.

The principle underlying this type of building is that "The Sunday school is a school," and as such should have all its departments and grades as completely separated from each other as in the public school. This principle is pedagogically correct, and yet there are other things to consider.

Truly, the Sunday school is a school, but it is more. It is likewise a family. If the Sunday school were a school simply, this type of building would readily come into favor, and in view of the statements made above, it is likely to come into favor anyway.

It will be noticed that only the Sunday-school portion of the building appears in the drawings. The departments occupying the first floor are named in the drawings, except that the "Men's Parlor" is occupied by the young men's Bible class, and the "Ladies' Parlor" by the teacher-training class. It will also be noticed that the members of any main department may enter their

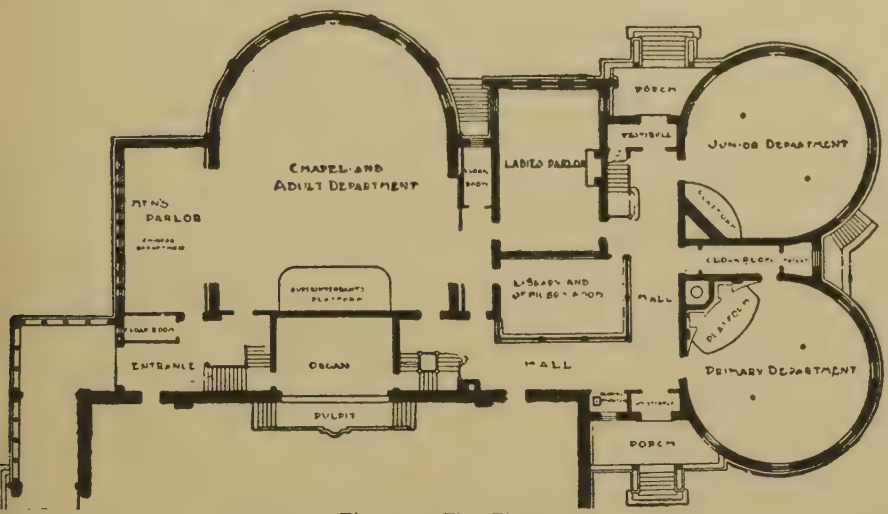


Figure 22—First Floor
Kumler Memorial Chapel, East Liberty, Pa.

room without passing through any other department room. On the second floor the room marked "Normal Room" is occupied by the Beginners Department, while the Chinese Sunday School meets in the "Session and Class Room."

It will be noticed that in the second-floor plan the Intermediate and Senior departments can be thrown together. This, however, is not true of the other departments. Each department by this arrangement becomes a separate school, with its own distinct and separate exercises, thus abolishing the assembly idea entirely. The school can never come together as a whole, except in the auditorium of the church. This inability to assemble the school within its own walls is, in my judgment, the one weak point in the plan, and this can be overcome.

A complete description of this building appeared in "The Sunday School Times" of April 16, 1905, written by S. E. Gill, of Pittsburg. By permission the four reasons given by Mr. Gill for this departure in Sunday-school buildings are here reproduced. They are as follows:

First.—The trend of improvement in teacher-training and improved Sunday school methods has been in the direction of specialization and the segregation of different departments, while the general trend and tendency of architecture for the same purpose has been in the opposite direction, namely, to promote the assembling of schools in the mass. Consideration of these antag-

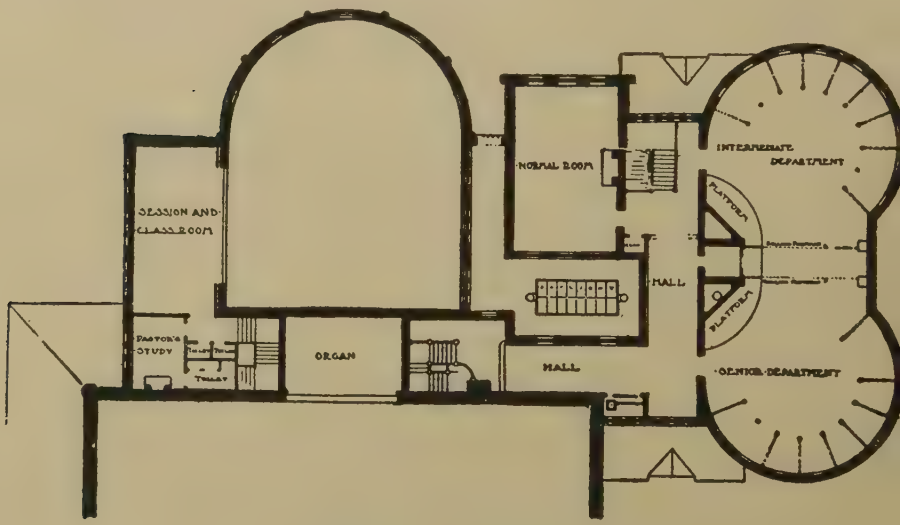


Figure 23—Second Floor
Kumler Memorial Chapel, East Liberty, Pa.

onistic tendencies led to the conclusion that the former was right, progressive and beneficial; therefore the latter must be wrong. It will be readily admitted that more effective work can be and is being done in schools where the grades are well defined and maintained, with the whole programme adapted to the understanding and capabilities of all the pupils in the department. This is the prevalent rule and practice in all schools of learning except the Sunday school. The same idea has taken hold somewhat in

the Sunday school. For some years past the importance of having a separate room for the Primary Department has been recognized. If better work can be done in the Primary Department by giving it a separate room, and a separate opening and closing as well as a separate teaching service,—and this is now generally admitted,—why not all other departments of the Sunday school?

Second.—It affords opportunity for the development of a larger number of workers, thus making a larger and more effective body of helpers in a given school or congregation. Five separate departments require five superintendents, five leaders of singing, five secretaries, et cetera. In large schools there is usually much latent talent for want of opportunity, and everyone of experience knows the benefit arising from developing such talent and making it active for service. There are thousands of capable young men and women willing to do something,—teach, sing, play an instrument, keep records, et cetera, waiting only for the asking and opportunity.

Third.—Greater attention can be given to details by the officers, thus securing much closer supervision, better order, better study, more interest, greater progress, and less waste of time, energy and patience, in the government of the school.

Fourth.—It provides for easy, regular and natural promotion from department to department, stimulating to regular attendance, and brings the pupil under the influence of more than one instructor, preventing monotony and giving broader views of the truth than are likely to be obtained from one teacher.

It may be said that "the enthusiasm of numbers" will be lost by such a plan. That is by no means certain, nor is it even likely, if proper care is taken to have all departments work in harmony, remembering that they are but parts of a common force in the Master's service. We do not find enthusiasm lacking in our great colleges and universities because of the segregation of the various departments. But suppose some of the glitter of enthusiasm is lost; the gain in efficiency will doubtless far more than make up for the loss in showiness. Every experienced business man knows the tremendous loss there is in the efficiency of a great establishment when organization is not thorough, and hence he makes departments, with a responsible head to each one, and a separate accounting from each one. It has been said that "the sons of this world are for their generation wiser than the sons of the light." That this is still true there can be no doubt, but we should be ready to learn even from the children of this world, if we can thereby advance the interests of Him whose kingdom is not of this world.

It is not supposed that the building as constructed is an ideal one. Improvements can be made upon this plan, and doubtless will be. There were limitations of space and required conformity to the church building already upon the ground which precluded entire freedom in planning. It is believed, however, that the principle involved, that of separation for more effective school work, is a correct one, and will result in much greater efficiency and progress and knowledge while detracting nothing from the spiritual force for which the Sunday school stands.

Other types of buildings are presented separately in the two succeeding chapters.

CHAPTER VII

MISCELLANEOUS SUNDAY SCHOOL BUILDINGS

I am glad to present herewith the drawings of various buildings from the plainest and simplest to those more elaborate, expensive and complete. They are given as suggestions only, with the thought that maybe some of our readers may be helped by looking them over.

W. C. Albrant, Architect, Fargo, N. D.

Figure 1—Front Elevation
The North Dakota Building

Figures 1, 2 and 3 represent what is known as the North Dakota $2,000 building. It was designed by John Orchard, formerly Secretary of the North Dakota Sunday School Association.

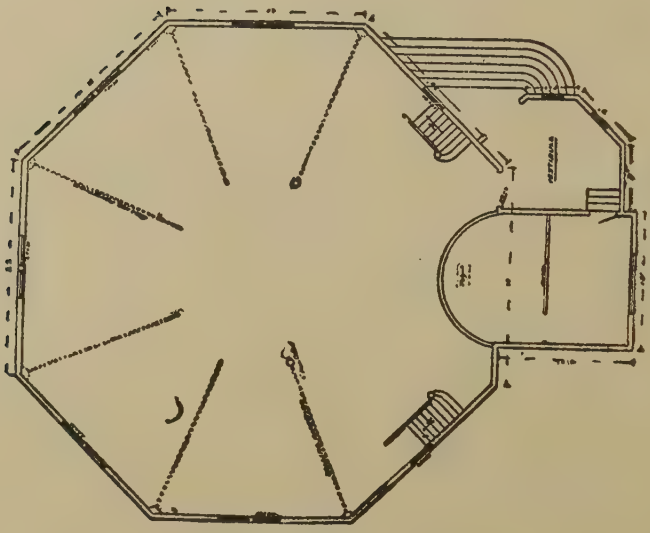


Figure 2—First Floor
The North Dakota Building

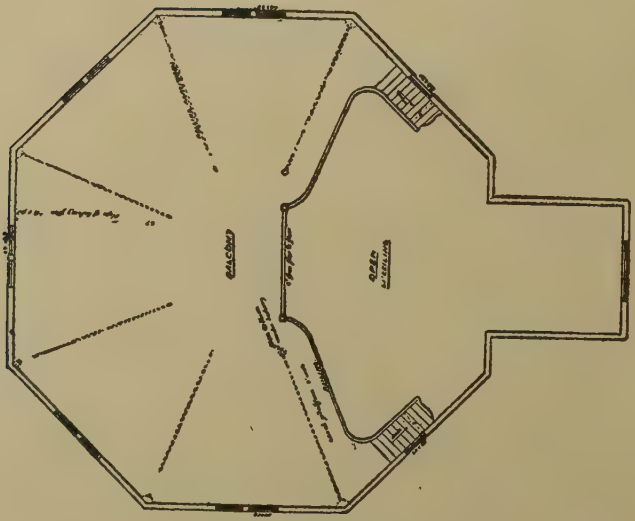


Figure 3—Balcony
The North Dakota Building

The room has a gallery. Partitions or curtains can be used, as indicated by the dotted lines. When not in use for Sunday-school purposes, the room makes a very acceptable audience room for the church, furnishing comfortable sittings for about two hundred and fifty people.

C. C. Hosmer, Architect, Milwaukee, Wis.

Figure 4—Front Elevation
The Bible School Church

In speaking of the plan, Mr. Orchard says, "This plan is not the dream of a mere enthusiast nor the whim of a crank, but a sober application of common-sense principles and the much needed concrete effort of reaching the youth on a pedagogical and psychological system of arrangement and work."

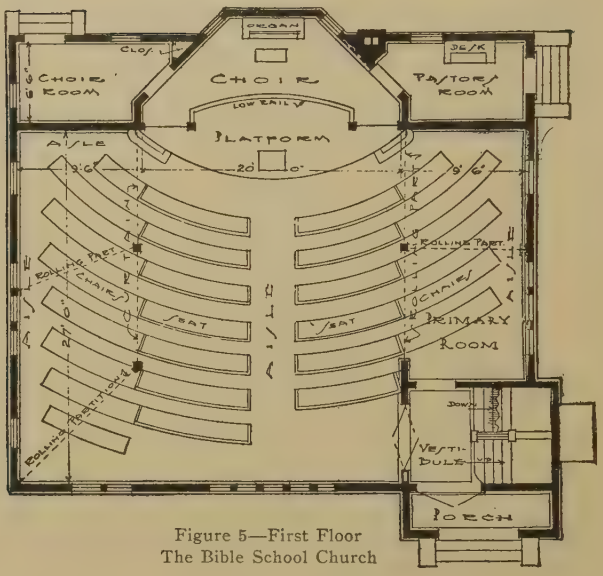


Figure 5—First Floor
The Bible School Church

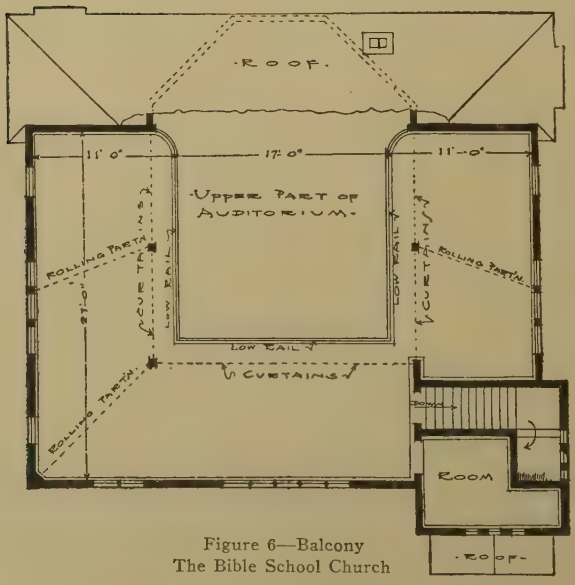


Figure 6—Balcony
The Bible School Church

Figures 4, 5 and 6 represent another building, known as the Bible School Church. This likewise comes from the North Dakota Sunday School Association, and can be erected for $5,000.

The drawings are self-explanatory. Rolling partitions separate the class rooms, curtains being drawn across the front. The

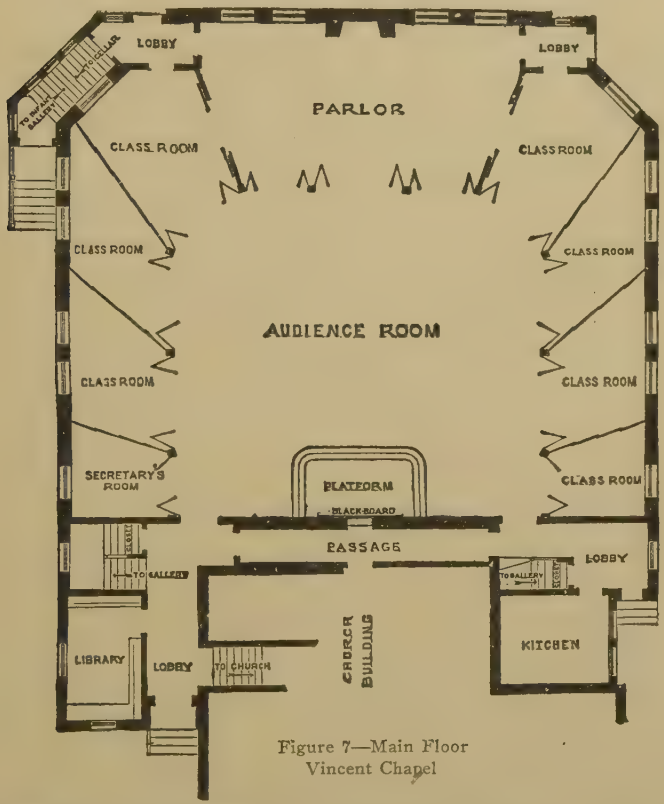


Figure 7—Main Floor
Vincent Chapel

same general arrangement is carried out upstairs. There is a room in the tower under the belfry that will serve for the officers' room. The building will accommodate a school of about two hundred and seventy-five. A number of class rooms are provided for with rolling partitions.

It will be noticed that the sittings in the auditorium are pews, while chairs are used in what would be the extension of the pew

where it enters into the class rooms. Thus it will be observed that when the partitions or curtains are in place there is a small auditorium seating nearly a hundred people.

The plan is well liked wherever it has been used, and is becoming more and more popular for an inexpensive building.

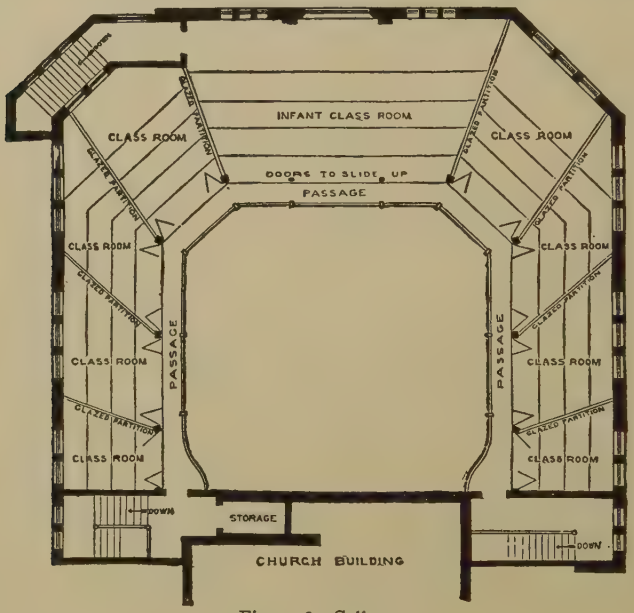


Figure 8—Gallery
Vincent Chapel

Figures 7 and 8 represent "Vincent Chapel," the Sunday-school building of the First Methodist Episcopal Church at Plainfield, New Jersey. The general design is modeled after the Akron Plan. It is built against one end of the church.

It will be noticed that the room is available for audience purposes also. The class-room arrangement is quite effective. The passageway behind the superintendent's platform is a convenience. It is also worthy of note that there are three ways to enter the gallery.

The building as constructed leaves nothing to be desired in the way of light and ventilation. The Beginners and Primary

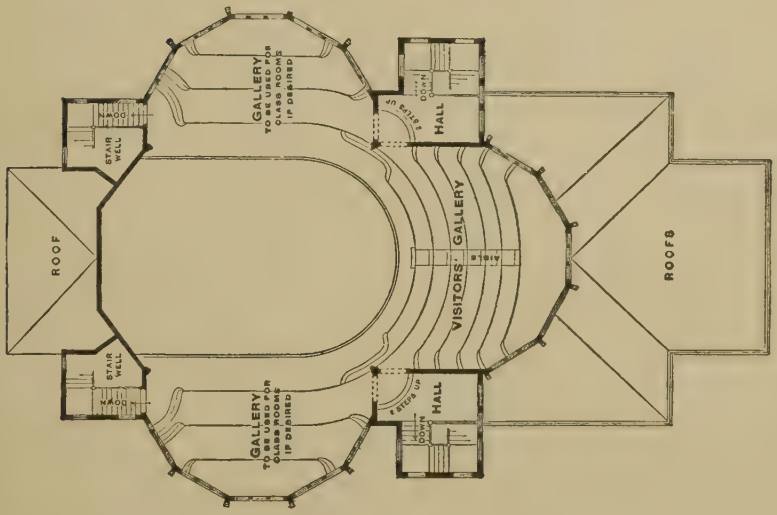


Figure 9—First Floor
World's Sunday School Building

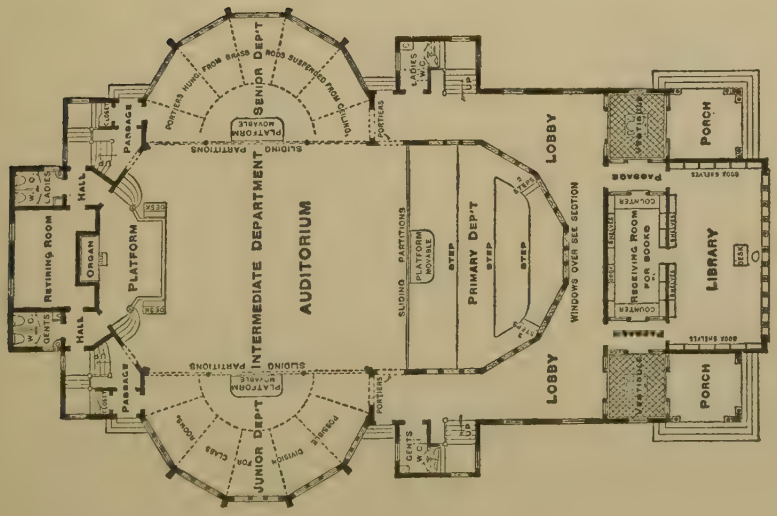
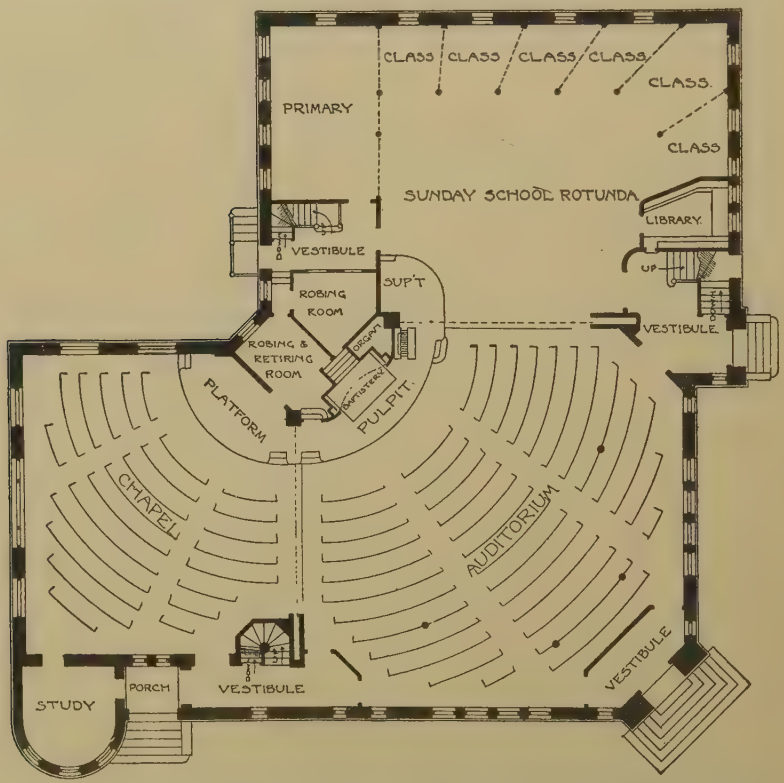


Figure 10—Balcony
World's Sunday School Building

departments are not so well cared for as they would be if the building were of more recent construction. However, it is a very well-arranged building.

Figures 9 and 10 represent what is known as the World's



George W. Kramer, Architect, New York City

Figure 11—Main Floor
Model Plan

Sunday School Building. It was erected at Chicago and used during the Columbian Exposition in 1893.

The general principles involved in its construction may be adopted in small and inexpensive buildings. A prize of five hundred dollars was awarded for these drawings. In many respects

the building has not been materially improved upon from that day to this.

A large Intermediate Department occupied the center or auditorium, with various other departments in semicircular form

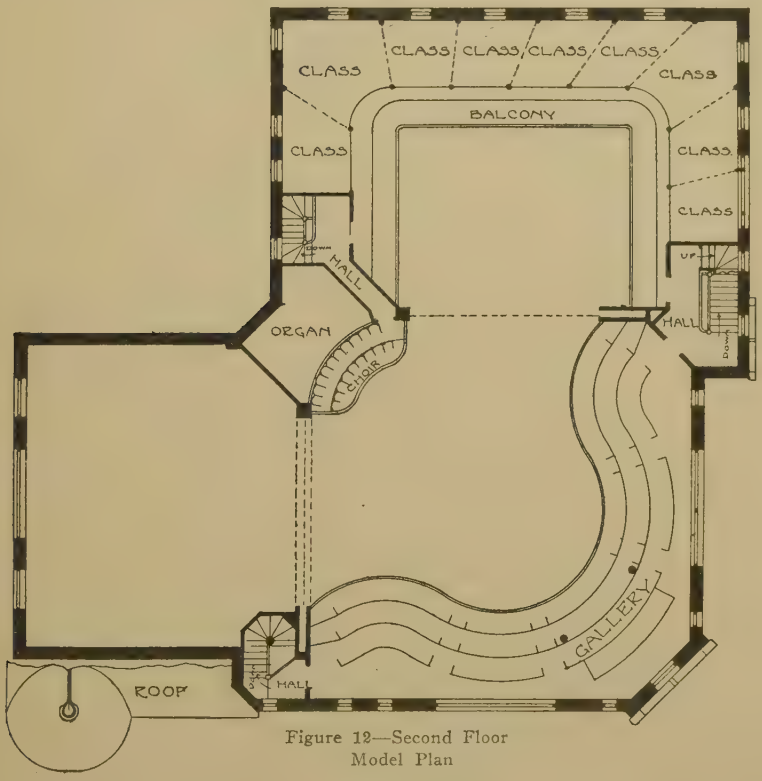
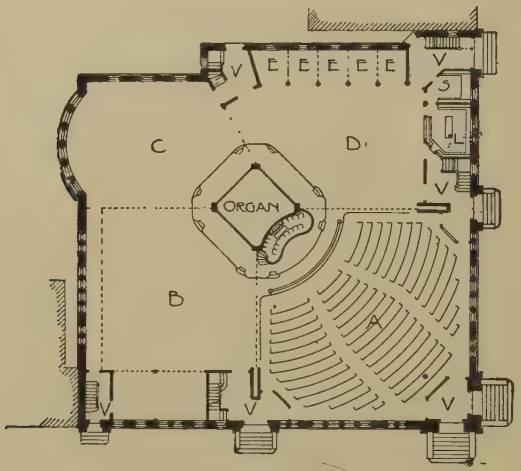


Figure 12—Second Floor Model Plan

opening from the central section. All of the rooms, including the gallery, could be opened into one room. The halls and stairways were broad and the lobbies were commodious. The sliding partitions separating the rooms had the blackboards built in them, so they were always ready for use when the partitions were in place. The arrangement of the library is worthy of special notice. The room adjoining is large enough for a reading room.

The oval departmental sections could be made rectangular just as well as polygonal, and would furnish more space and better light at less expense. Many buildings have been con-



George W. Kramer, Architect, New York City

Figure 13—First Floor
Bushwick Avenue Methodist Church, Brooklyn, N. Y.

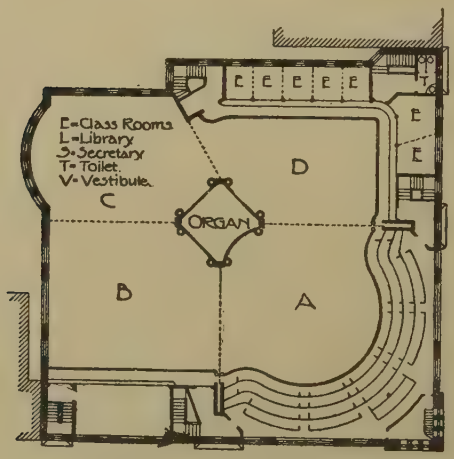


Figure 14—Balcony and Gallery
Bushwick Avenue Methodist Church, Brooklyn, N. Y.

structed since this was erected after the general plans presented here.

In Figures 11 and 12 we have a three-room combination. The main-floor figure indicates that the Sunday school is confined to one of the rooms of the combination. If, however, the whole building is occupied for Sunday-school purposes, the superintendent's desk being where the pulpit is, all who are in the three rooms can hear the speaker, though they cannot all see him. A purely Sunday-school building erected after this model would furnish good accommodations for the departments to do their separate work, though of course the building does not lend itself easily to audience purposes.

This leads to a consideration of the Bushwick Avenue Methodist building of Brooklyn, New York, represented by Figures 13 and 14.

This is the highest possible expression of combinations, because the entire space around the central platform is occupied by class rooms. The same advantages and disadvantages are found here as in the preceding illustrations. If the central platform could in some way be opened to all four rooms, it would be a help when it comes to audience purposes, though of course for

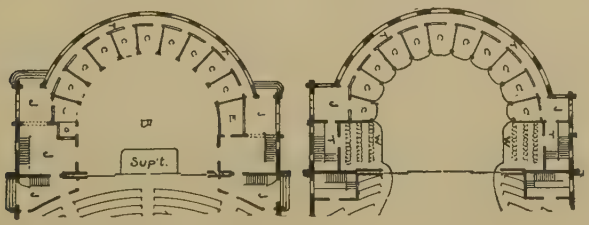


Figure 15

Sunday-school use it is not necessary except when you desire to bring the school together.

Here we have the difficulties arising from an attempt to house a very large Sunday school, for this is the largest Methodist Sunday school in the world and one of the largest of any denomination. When the various departments are thrown

together it is possible to be heard in all parts of the building, but it is impossible for all to see the speaker. There are many rooms for various purposes that do not show in the drawings.

It will be noticed that the various departments can be entirely

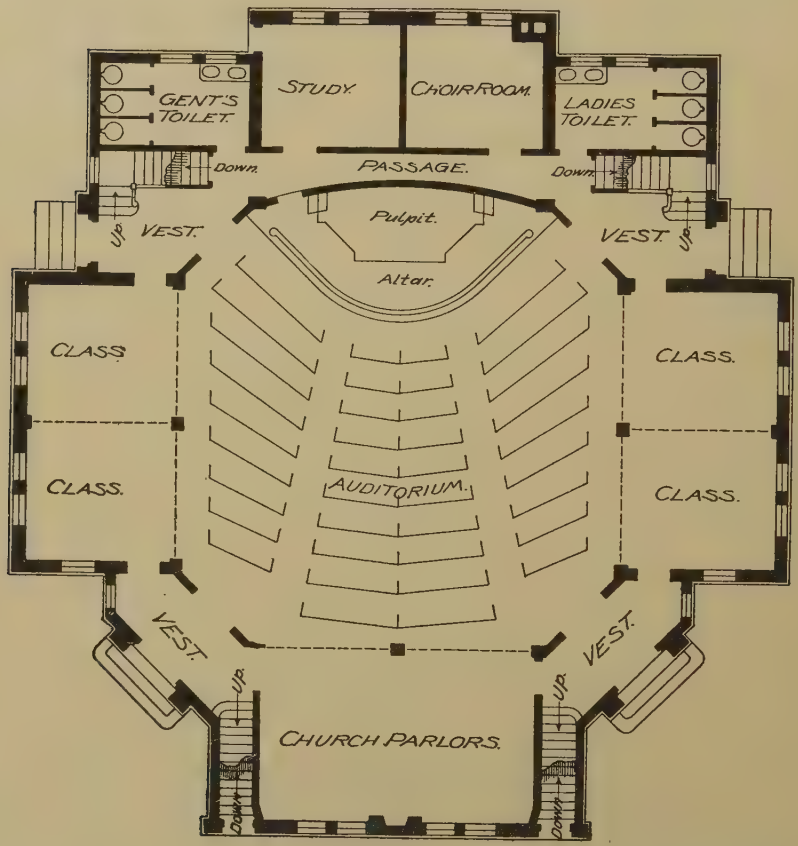


Figure 16 George W. Kramer, Architect, New York City

separated from each other and yet be thrown together in one large, connected, irregular room, which, however, does not place the school in a good position to be addressed when all the rooms are filled. Nevertheless, it is one of the well-housed Sunday

schools in our country, and, considering its size, the building when complete will be exceptionally well adapted to its purposes.

Figure 15 represents the original Akron building modified by placing a foyer behind the class rooms, so that there is no

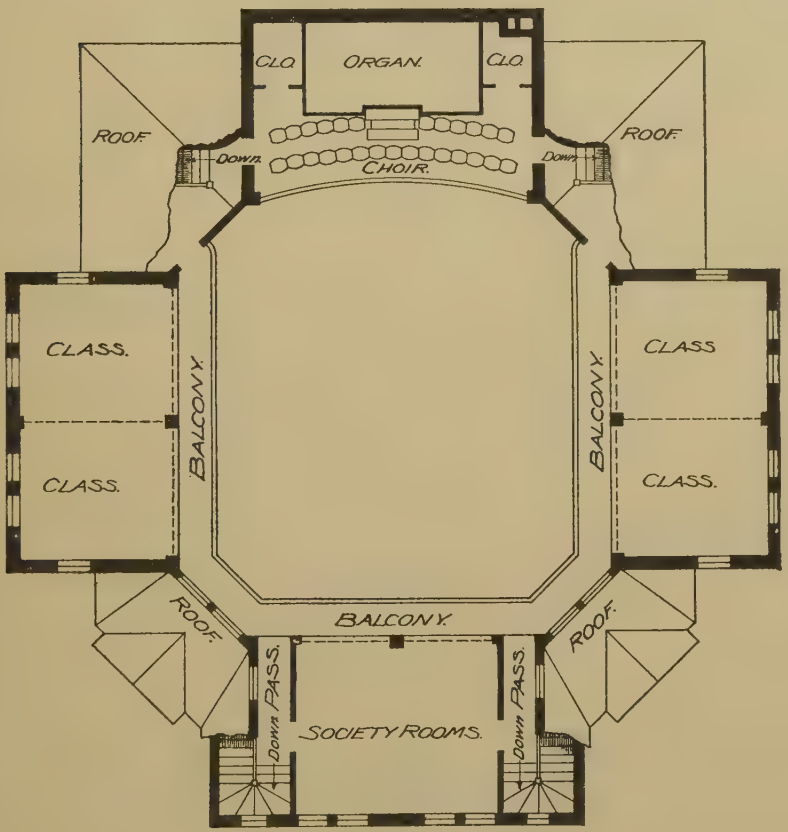


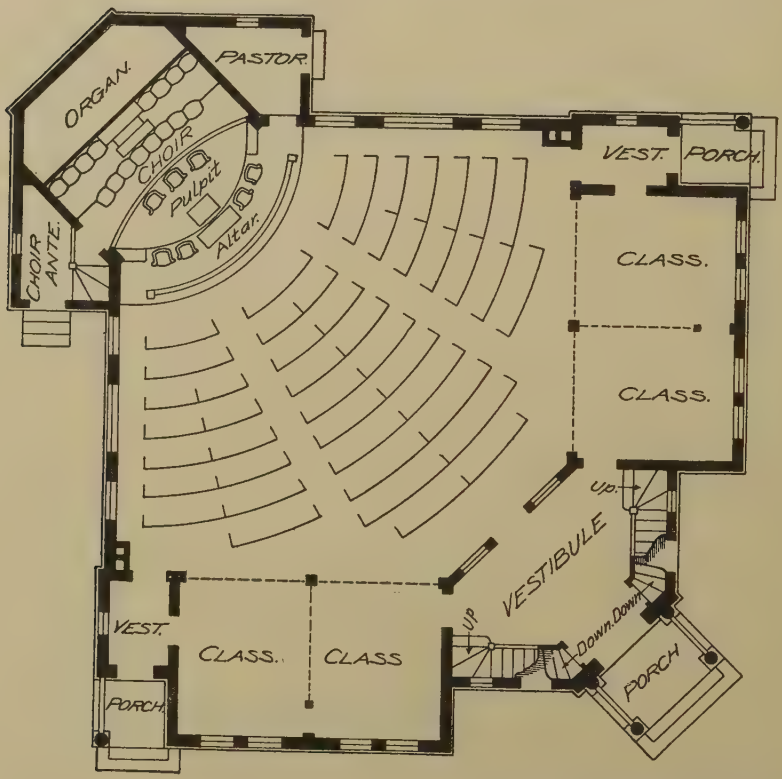
Figure 17

interruption to the rest of the school when pupils enter or leave the class rooms.

Figures 16 and 17 show one of the first styles of building hit upon by way of combining the church auditorium and the

Sunday-school rooms. These drawings are self-explanatory and very suggestive. This style lends itself especially to inexpensive buildings.

Figures 18 and 19 show one of the earliest attempts at the



George W. Kramer, Architect, New York City

Figure 18—Main Floor

pulpit-in-the-corner style of an auditorium combined with Sunday-school rooms. Of course it will readily be seen that this is designed for smaller and inexpensive buildings. It nevertheless has good suggestions in it.

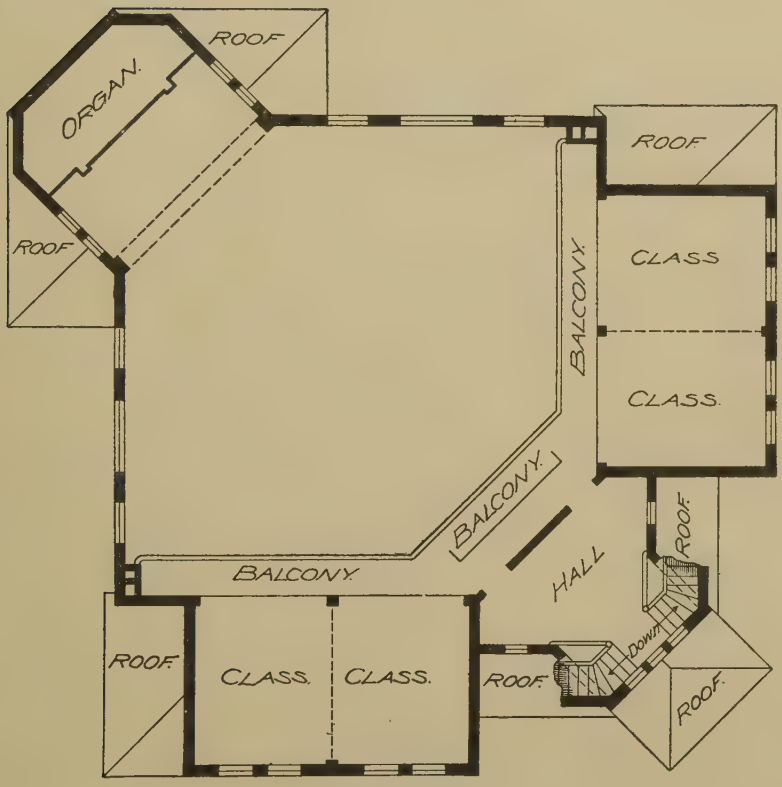


Figure 19—Balcony

Figures 20 and 21 represent a rectangular building built on the combination plan, with the Sunday school in front. This is somewhat unusual, but if the front of the building is upon a noisy street it will make the auditorium more quiet for the church services. After one is in the building the effect is the same as if the Sunday school were in the rear so far as the location of the different features of the building and the officers is concerned.

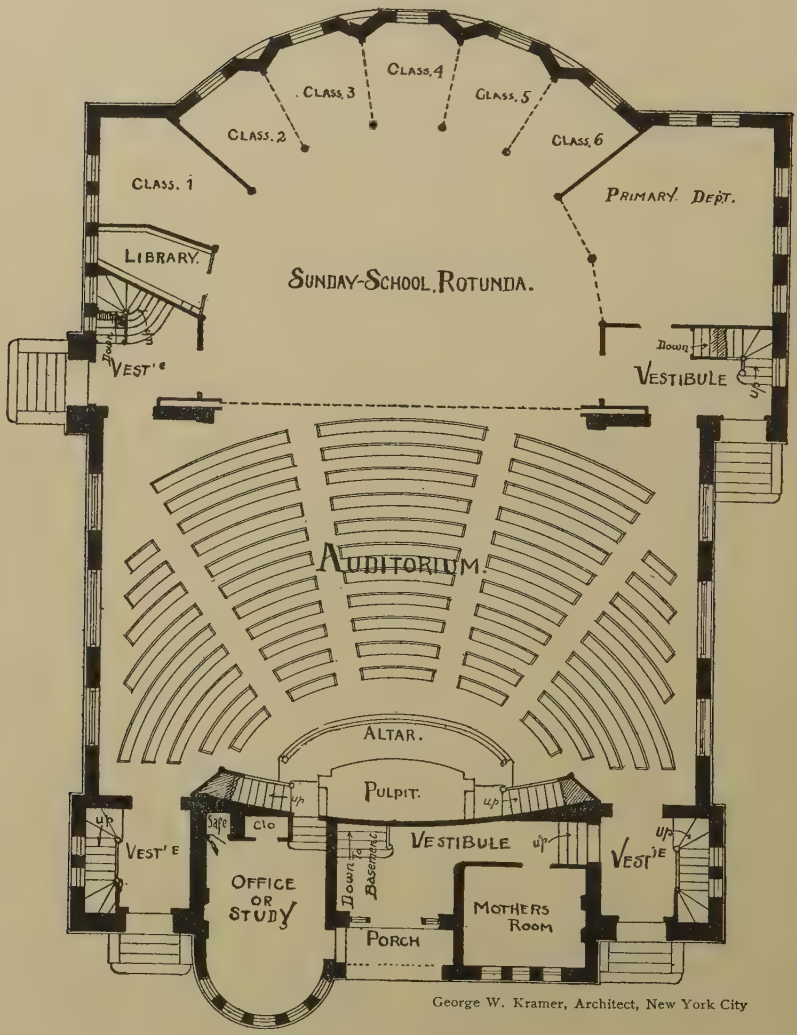


Figure 22—First Floor

Figures 22 and 23 represent something of the same kind of building as the last one considered, with the Sunday school in the rear. Aside from this difference they are very similar.

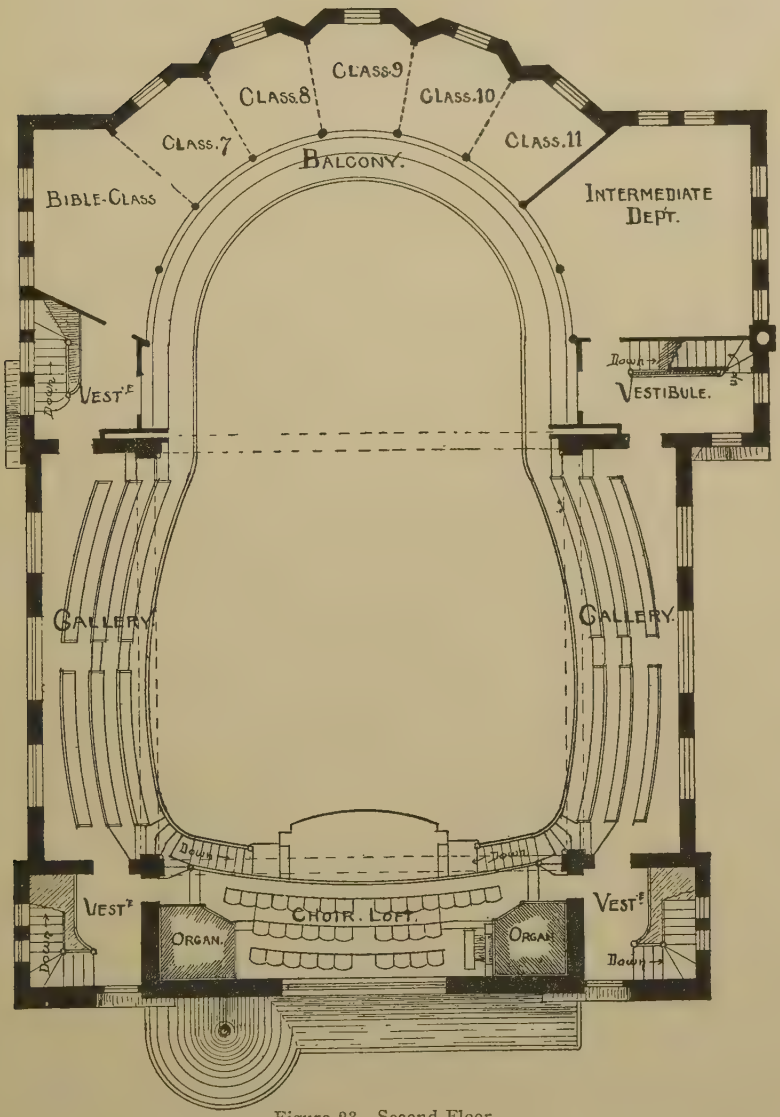


Figure 23—Second Floor

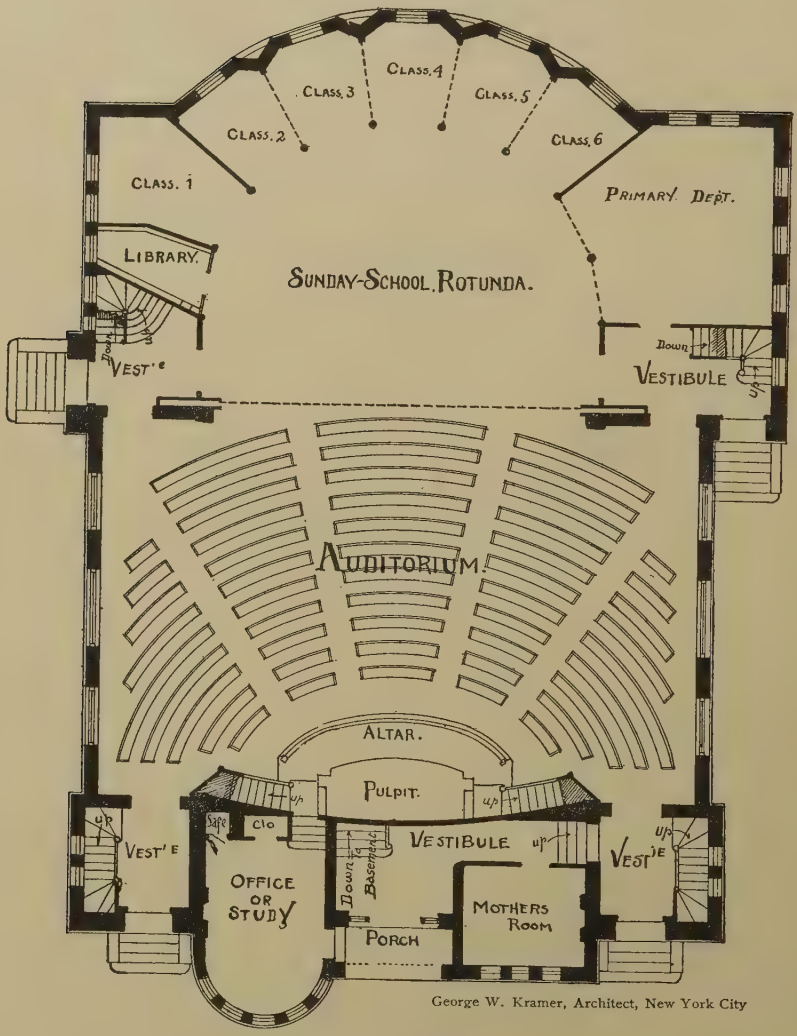


Figure 22—First Floor

Figures 22 and 23 represent something of the same kind of building as the last one considered, with the Sunday school in the rear. Aside from this difference they are very similar.

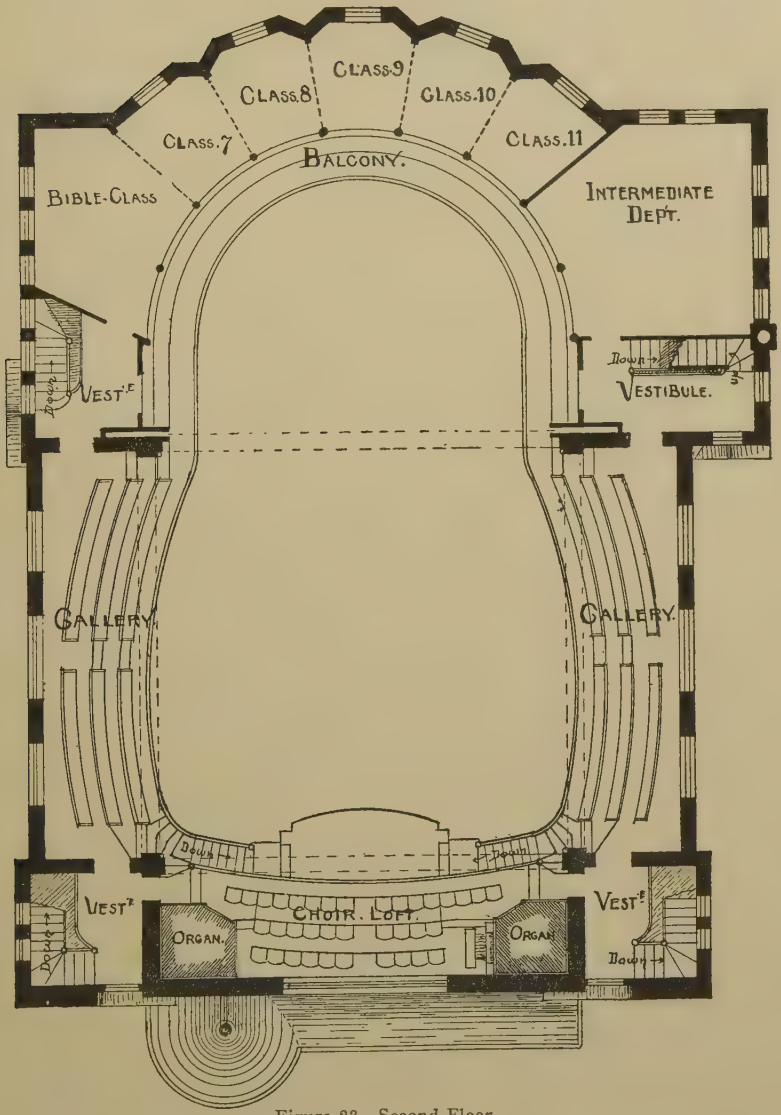
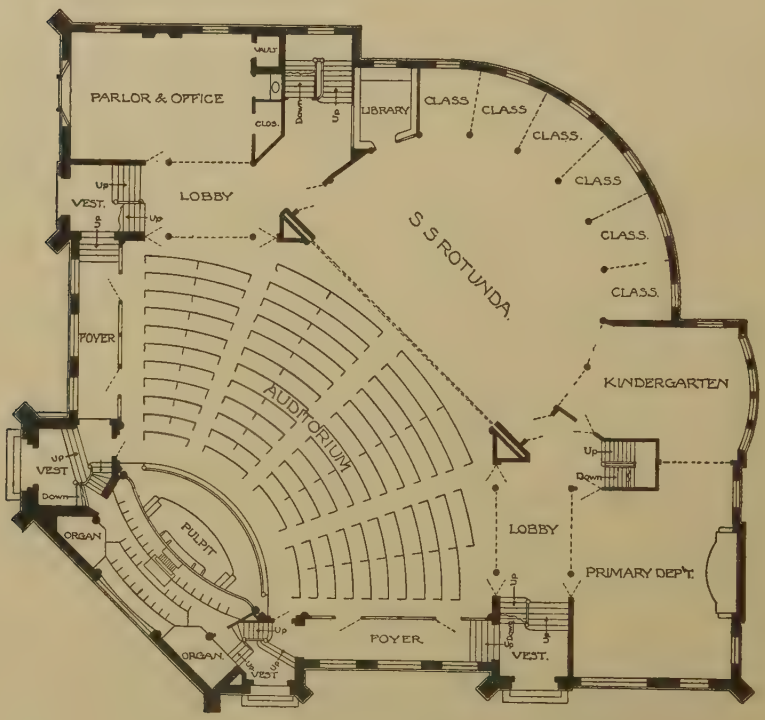


Figure 23—Second Floor

Figures 24 and 25 give us another representation of the same style of building as the last two, except that the axis of the building is placed diagonally on the lot. For some locations this is a very desirable style of building. One advantage is that it brings



George W. Kramer, Architect, New York City

Figure 24

the school closer to the superintendent when the whole building is used for school purposes, and likewise draws the audience close to the pastor when the building is used in the same way. It may be noticed that the Beginners and Primary departments may be reached without disturbing any other part of the school.

Figures 26 and 27 represent the first floor and gallery plans

of the Tabernacle Baptist Church of Richmond, Virgina. This is really an improved representation of the second type of buildings given in the preceding chapter. These drawings are shown here for the purpose of giving the rather unique arrangement of class rooms, and especially that of the rooms occupied by the Begin-

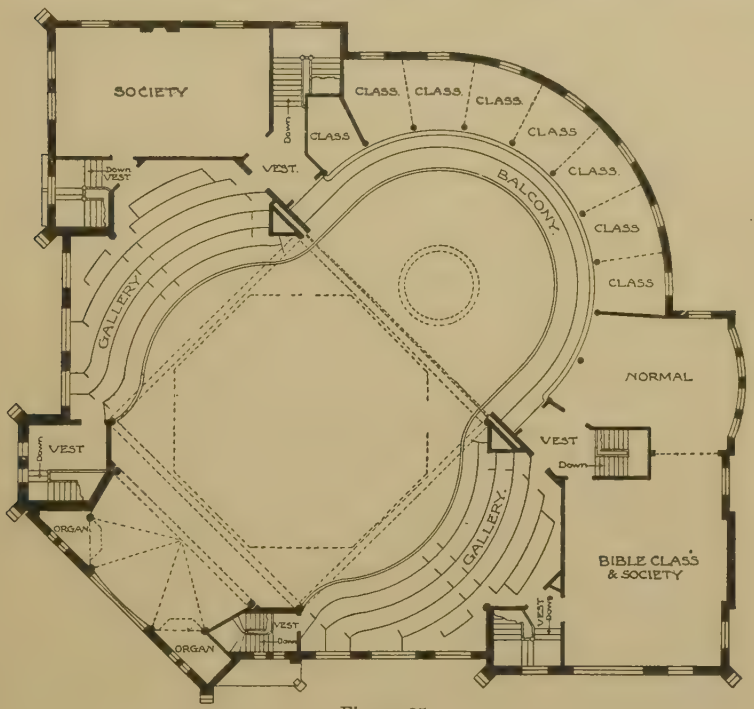


Figure 25

ners and Primaries. It will also be noticed that all the class rooms are well lighted and ventilated. This is considered a very practical building and well adapted to its use.

Figure 28 shows the first floor of the Third Baptist Church of Owensboro, Kentucky, which presents a somewhat different style of combination building. We call special attention to the arrangement of class rooms.

These class rooms are all available for audience purposes.

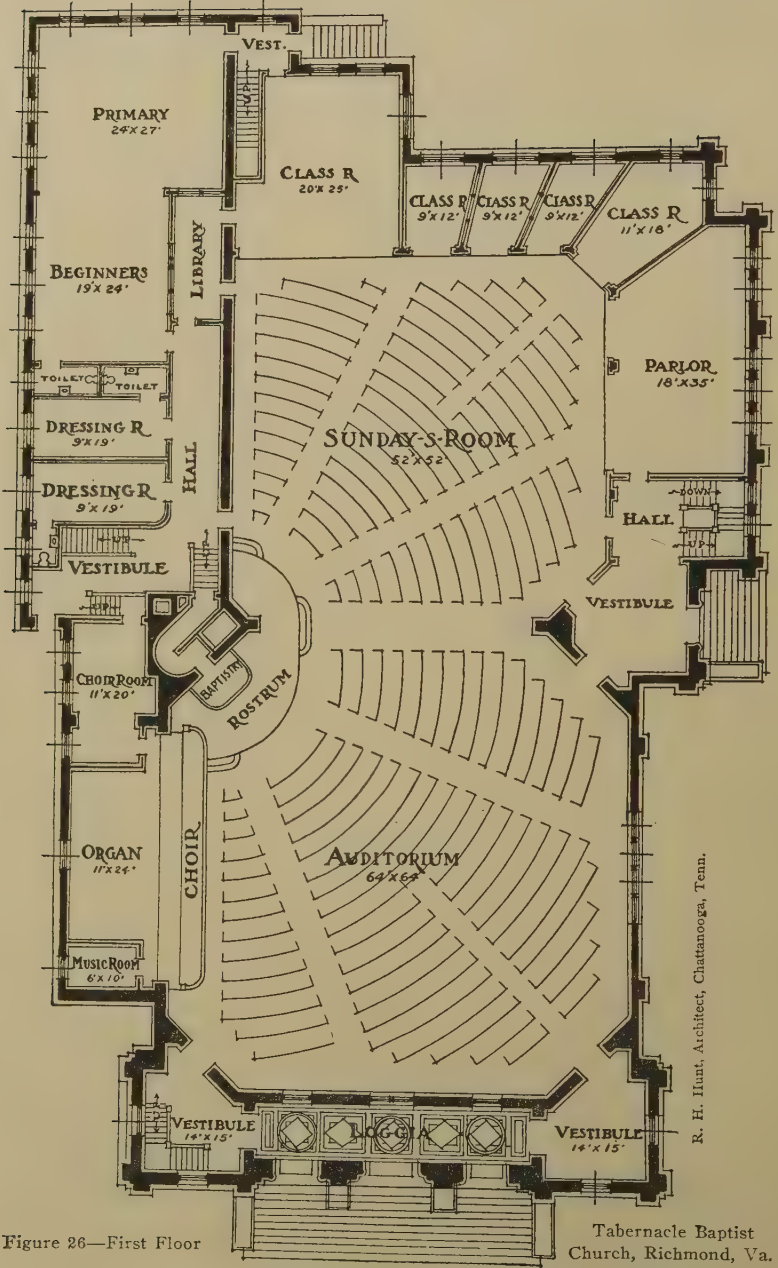


Figure 26—First Floor

Tabernacle Baptist Church, Richmond, Va.

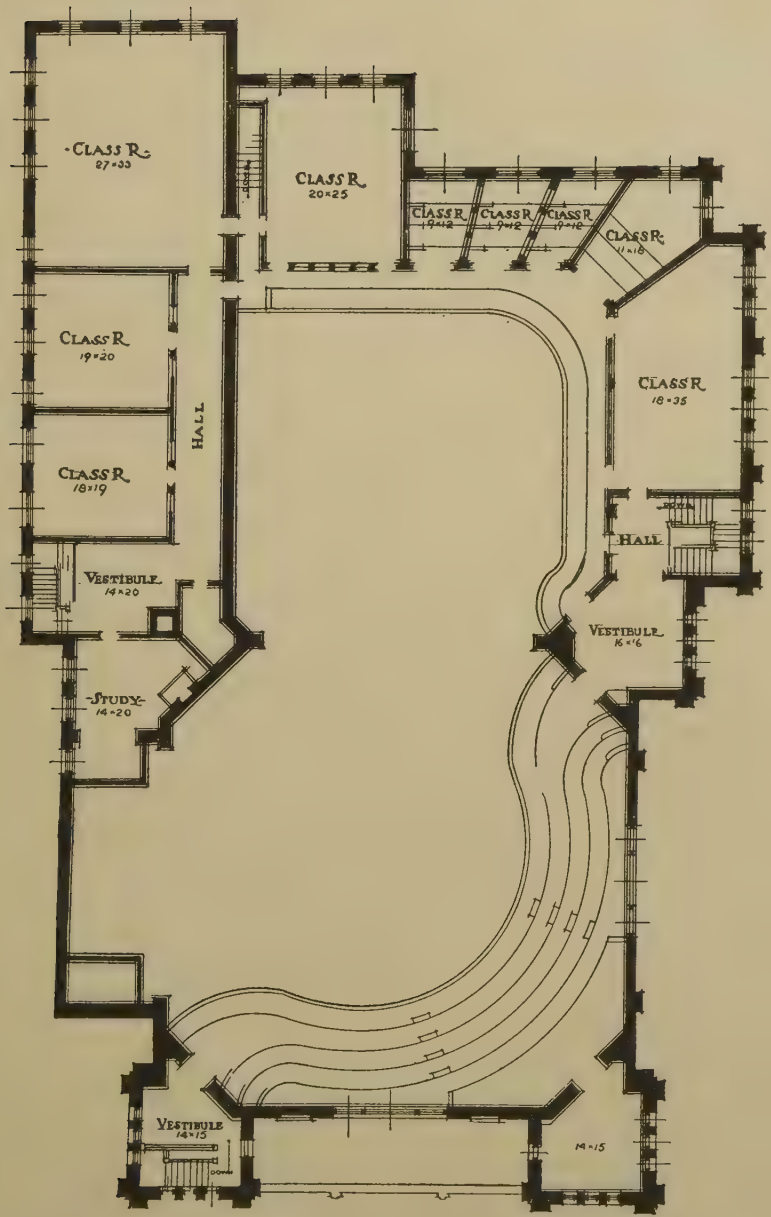
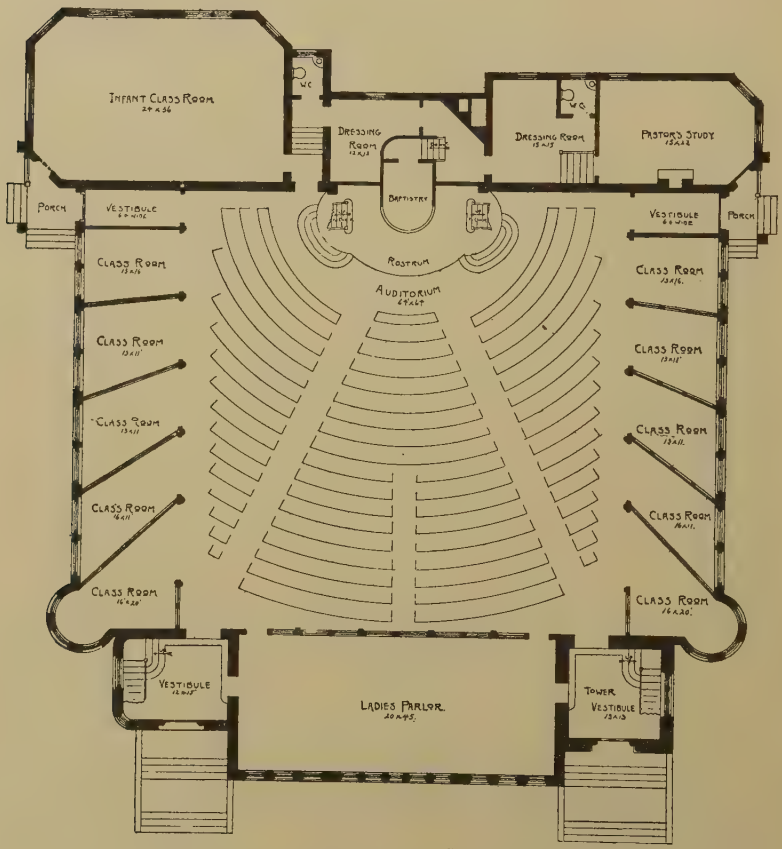


Figure 27—Gallery Tabernacle Baptist Church, Richmond, Va.

The partitions between the class rooms being movable, it is possible to throw the whole floor into one room.

Figure 29 shows a rather unique gallery arrangement of the same building.



R. H. Hunt, Architect, Chattanooga, Tenn.

Figure 28—First Floor
Third Baptist Church, Owensboro, Ky.

The last building we wish to call attention to in this connection is known as the "Tennessee Plan," and was suggested by

Rev. Rufus W. Weaver of Nashville, Tennessee, and developed by R. H. Hunt, Architect, of Chattanooga, Tennessee.

Figure 30 represents a very elaborate and attractive front elevation showing the church auditorium on the right and the

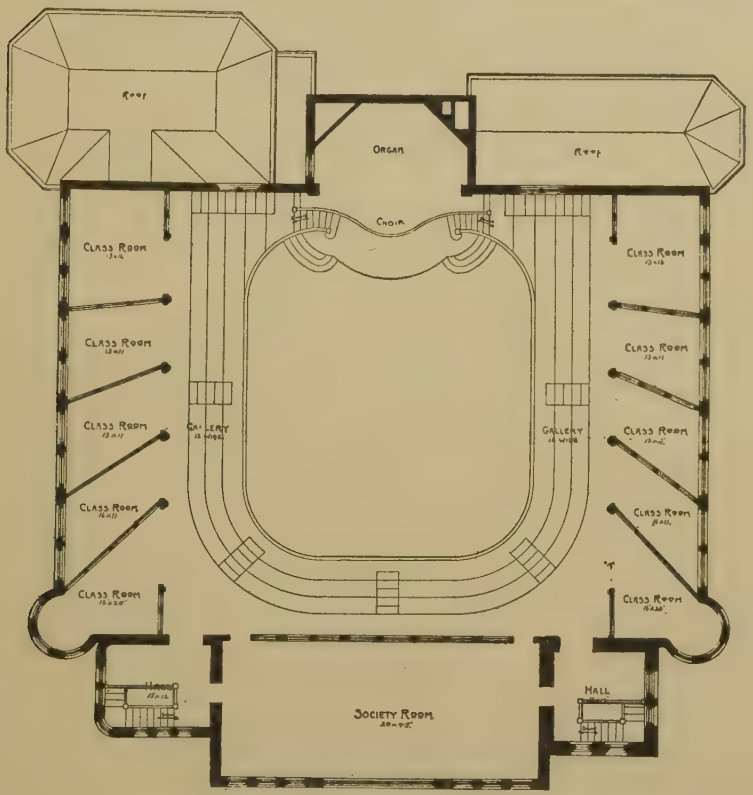


Figure 29—Gallery
Third Baptist Church, Owensboro, Ky.

Sunday-school building on the left—the two connected by covered passageways. There are a number of direct entrances to the Sunday-school building as well as to the church.

Figure 31 gives the first floor. The auditorium directly in front of the rostrum will accommodate a good-sized Intermediate Department, eight classes of which may occupy the class rooms

indicated. It will be observed that all these class rooms have outside light and may be opened into the main room if desired. The arrangement for the Beginners, convenient to the Mothers' room

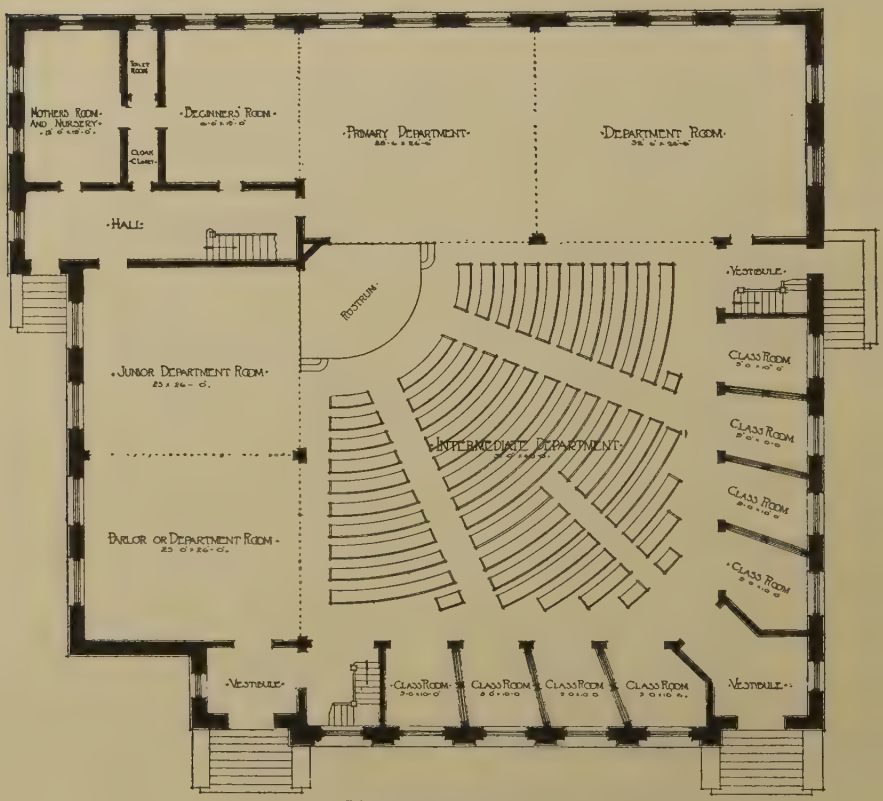


Figure 31—First Floor
Tennessee Plan

and to the toilet and cloak rooms, also to the hallway leading to outside entrance, is especially fine. If the Juniors were placed in the department room adjoining the Primaries, the double department room to the right of the rostrum could be used by the Senior Department if desired. It should be noted that every depart-

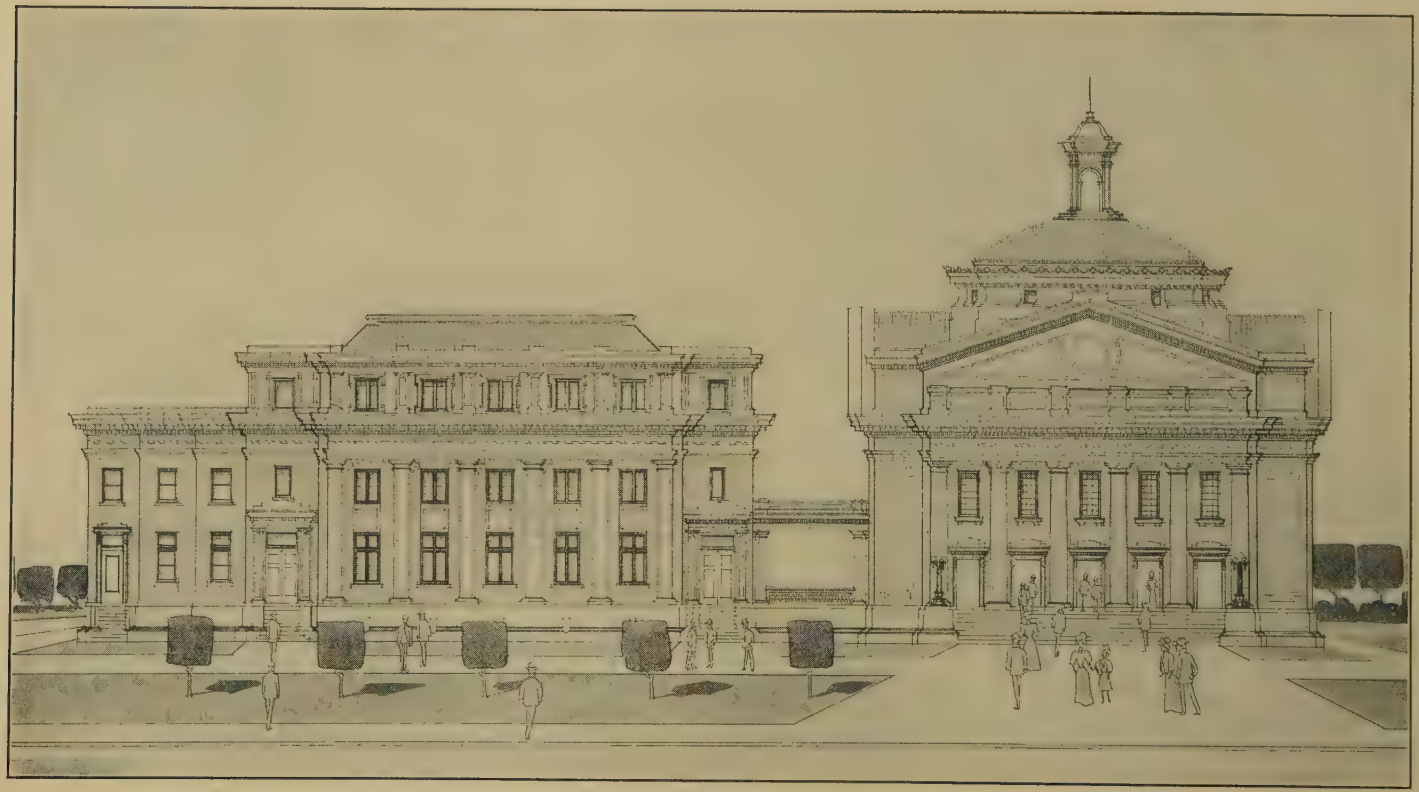


Figure 30—Front Elevation, Tennessee Plan

R. H. Hunt, Architect, Chattanooga, Tenn.

ment room on this floor may be entered without going into or through any other department.

Figure 32 shows the second floor. The class rooms appearing in connection with the gallery are under the balcony as in the

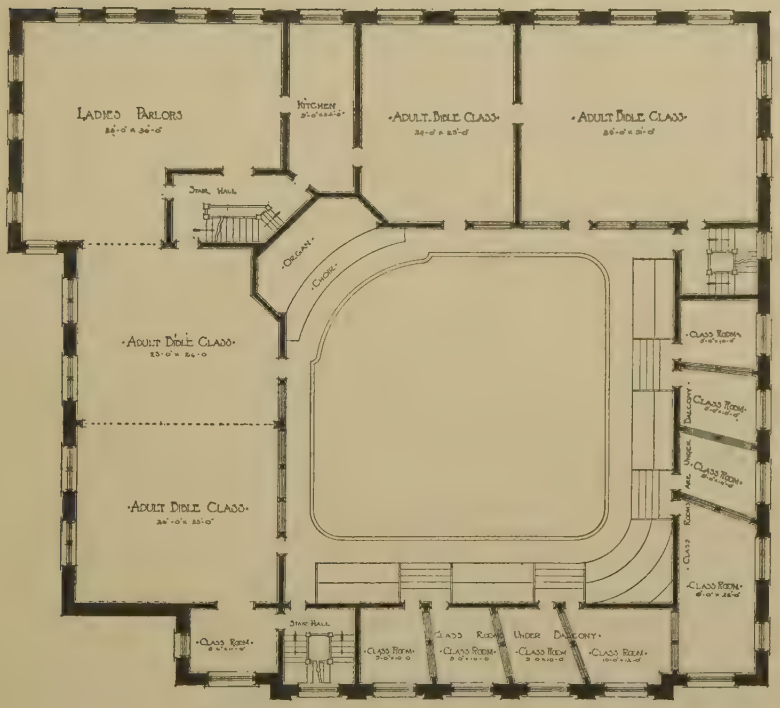


Figure 32—Second Floor
Tennessee Plan

Presbyterian Church of Greensboro, North Carolina, as mentioned in Chapter XI, and in no wise interfere with the class rooms below nor with the gallery above, which is really on the third floor. The arrangement of Adult Bible Class rooms is self-explanatory.

Figure 33 gives the gallery on the third floor. This has no class rooms, but is available for the general exercises of the

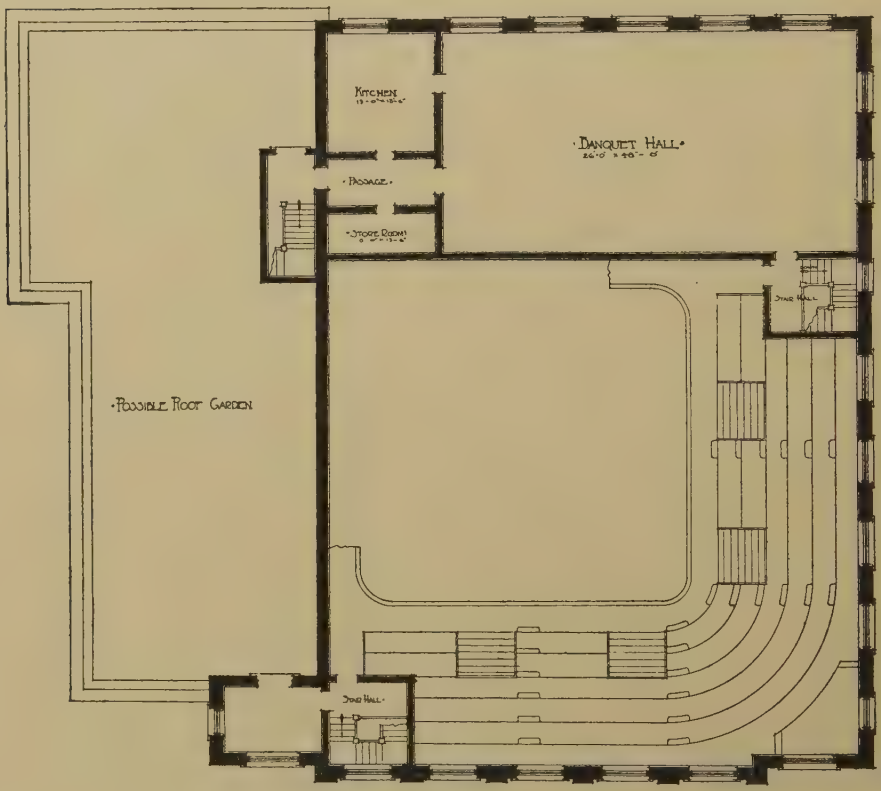


Figure 33—Third Floor
Tennessee Plan

school. The large banquet hall is a valuable feature and the possible roof garden has a suggestion worth considering.

Altogether, this is a fine Sunday-school building for a good-sized school.

CHAPTER VIII

THE AKRON PLAN—ITS GENESIS, HISTORY AND DEVELOPMENT

Fifty Years Ago. Fifty years ago the Sunday school as we now know it received comparatively little attention. Each church or community conducted its school, such as it was, after its own method or system. There was no literature, no uniformity, no coöperation, while a Sunday-school building was practically unknown. The sessions of the school were held in the auditorium or basement of a church, or in a schoolhouse, all of which were so poorly adapted to Sunday-school purposes as to be of but little aid to the work. There were at that time few examples of special buildings.

Advanced workers were dissatisfied with these conditions. As it was impracticable to adapt the newly developing Sunday-school systems to existing buildings, the necessity for some new form or type of building became more and more apparent. Gradually the workers became acquainted with the work, plans and ideas of one another, and uniform systems and requirements began to develop.

The Sunday school being a school with pupils of all ages necessitated subdivision, grading, classification, et cetera. This required that the teachers should be qualified and trained. To provide for these new conditions the workers began to come together in conventions to discuss plans and methods of work. All were seeking after better things. Methods of grading, systems of lessons, training classes for teachers, suitable lesson helps and many similar subjects were discussed. Only after the system of grading, classification and teaching became definite and uniform was the arrangement of any type of plan adapted to the work possible.

Lewis Miller. Early in the days of Sunday-school development a school was in operation in Canton, Ohio, under the supervision of Lewis Miller, inventor of the Buckeye mower and

reaper, and one of the founders and president of the Chautauqua Association. He had made practical application of the graded system in his school, and adapted the same to the schools of several other churches. Others were engaged in similar experiments, but all alike found themselves seriously hindered and hampered by inadequate buildings.

An Ideal. One day, seated in a natural amphitheater with his school—at a picnic—while viewing the unconscious groupings, the inspiration or revelation came to Mr. Miller. He at once set about its development into a Sunday-school room which should meet the practical demands of his own school work. Mr. Miller opened correspondence with prominent Sunday-school workers everywhere, asking for suggestions. The best reply, embodying the true architectural thought or idea, was that suggested by Bishop John H. Vincent, who said:

"Provide for togetherness and separateness; have a room in which the whole school can be brought together in a moment for simultaneous exercises, and with the minimum of movement be divided into classes for uninterrupted class work."

Mr. Miller proceeded to put into form the best ideas and suggestions of these various workers, all having expressed a common desire for something they could not explain or describe.

The First. About this time Mr. Miller removed to Akron, Ohio; became identified with the First Methodist Episcopal Church of that place and was chosen superintendent of the Sunday school. The necessity for a new and enlarged church building proved the opportunity to demonstrate practically Mr. Miller's theories. These theories were first put into practical form for Mr. Miller by Walter Blythe,—a prominent architect of Cleveland, Ohio,—after carefully developing and adapting the various ideas and suggestions of Mr. Miller and those he had secured from others. The resultant plans were later revised by Jacob Snyder, architect, of Akron, Ohio, and the First Methodist Episcopal Church of Akron, Ohio, was built from these plans, under Mr. Snyder's supervision, in 1866 and 1867.

[That the plan was essentially Mr. Miller's appears from the

following extract of a letter written by him to Mr. George W. Kramer, of New York, under date of October 5, 1896:

The scheme of the Akron church was entirely original in every detail so far as the Sunday school was concerned and was my own thought. My very special friend Mr. Jacob Snyder, an architect here, worked out the scheme and of course was a great deal of help, but I made the first sketch in the winter of 1866. I had the idea a long while before. The scheme for the grading of the Sunday school originated at Canton some ten or twelve years before and I worked the plan so far as the Sunday school was concerned in several churches, but I had no adequate scheme of building. In the fall of 1866 I set out to have a plan fully developed for the Sunday school which worked itself out in the rooms as we now have them. We consulted Mr. Blythe, a Cleveland architect, and he gave us the outline of the church. I was not satisfied until I had an eminent architect look it over to see whether it was a feasible scheme, so we employed Mr. Blythe to look over the outline we had prepared and he worked out the plans. The pictures that used to hang in Mr. Snyder's room were the work of Mr. Blythe and not Mr. Snyder. After he had looked it over fully and made his report he said that he had made a great many observations in church architecture, but there had not been as many new points introduced into church architecture for a hundred years: it was entirely new, nothing like it that he could find anywhere. The combination scheme was my suggestion. Nearly all of those plans that Mr. Snyder drew I revised myself.]

In this structure the plan of a room adapted to the services of the modern Sunday school first assumed tangible form. In no other style or type of building has the true architectural thought of the Sunday school been so well embodied. Light, expansion and separation at will; convenience and utility; all developed as a combined principle, capable of adaptation to almost every conceivable condition; all these are found in this plan.

A Creation. "The Akron Plan," however, must be considered as a creation or invention rather than an evolution, as nothing like it from which it could be developed existed or could be found anywhere. "It marked an era and an advance in church or ecclesiastical architecture, such as had not been made for centuries."

Still a Model. So carefully was this plan thought out in all its details of arrangement, to meet existing and anticipated requirements, that this first building still serves as the model for

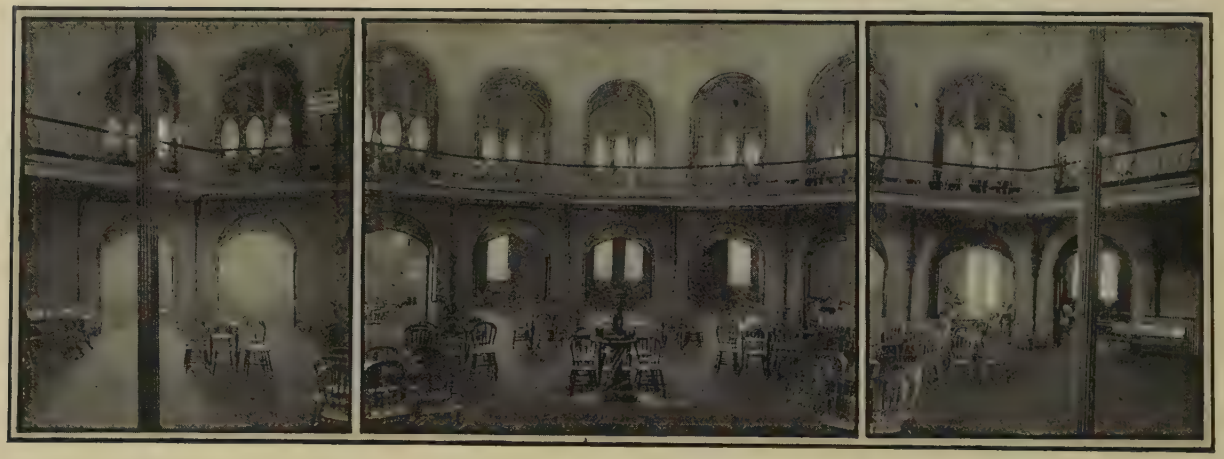
the buildings of to-day; but little improvement on the general ideas involved has been made since and no other type of plan successfully introduced.

That a complicated, yet perfect, plan should suddenly spring into existence, fully developed, like the birth of Minerva, without undergoing the slow process of evolution and development, seems but little short of the miraculous.

The Akron Plan. This type of building, as adapted to the work of the Sunday school, is so distinctive as to be given the name of "The Akron Plan," and is the progenitor of the various later Akron Plans and Systems. The original Akron Plan was the plan of the Sunday-school building only. By this distinctive name this type of Sunday-school building or plan is now known throughout the Christian world.

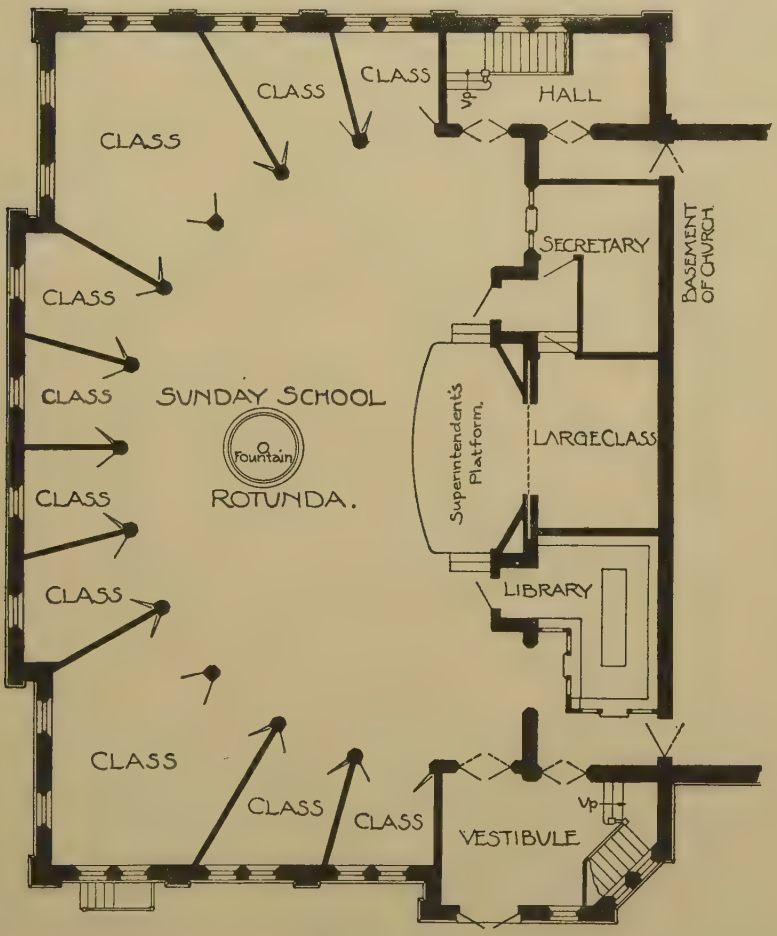
The great advantage of a building that was adapted to the work was soon recognized, and many churches in all parts of the country began to erect Sunday-school buildings after the Akron Plan, or some modifications of it. The religious press, leading authorities on Sunday-school work, and pastors advised all those interested to see the Akron building before determining their plans, and if possible to use that type of plan. As a consequence, committees and delegations from all sections of the country visited Akron to see and be convinced. That this was not a fad or passing fancy is evidenced by the fact that the demand for special Sunday-school buildings is greater to-day than ever; not only that, but it is for better and larger buildings.

A Popular Plan. Church architecture in America—more especially that of the non-ritual church—has been completely revolutionized by this influence. In a degree church architecture of other lands has also been revolutionized. The reason is plain. Since the Sunday schools were for the most part connected or combined with the church in some way, it necessitated adaptations of the church building to the new conditions and to the special services of the school, resulting in what is now known as "The Modern Church Building." Nearly every type of such buildings originated in Akron under the same influences, and thus the famous "Akron Series or Types of Church and Sunday School



Interior View of the Akron Sunday School Building

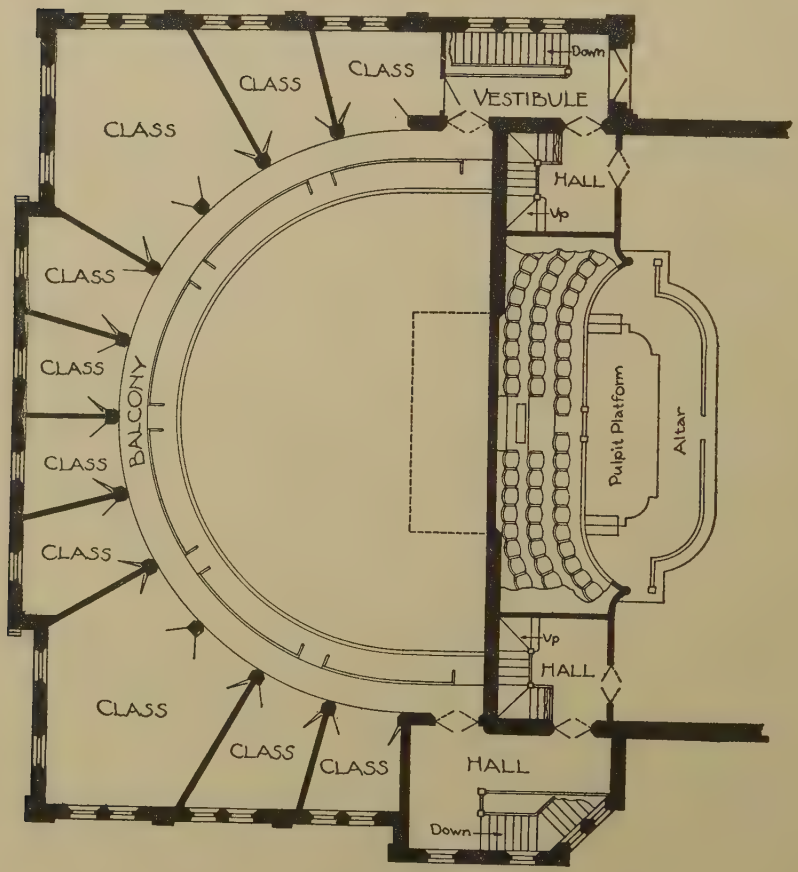
Plans" was formed. There is no long and devious tale to unfold of the gradual development of this peculiar type of building. The organization, systems and methods of arranging and conducting the services had been so carefully thought out that the building



Main Floor

Plan of the Original Sunday School Building as erected in connection with the First M. E. Church, Akron, Ohio. Geo. W. Kramer, Architect

planned and arranged to accommodate the work was brought into existence so perfectly adapted that further development from that stage was only necessary as the work developed.



Balcony

Plan of the Original Sunday School Building, Akron, Ohio

Previous to the advent of this type of building, the subdivision for class work had been largely by imaginary lines, or a

complete separation by different rooms, with an occasional effort to combine, but nothing in any way to suggest this type of plan.

The Original. Cuts herewith indicate the plan of the original building. Based on these the reader can imagine a large room in the form of a semicircle arranged something like an opera house, having but one gallery, with the space above and below divided into compartments or alcoves by partitions from floor to ceiling. All of these dividing partitions radiated from the center of the platform, with doors or portières at the opening or face of the subdivisions.

When these doors are opened, the occupants are practically all together, nearly all in a semicircle—the best form for an audience,—all thus being able to see and hear perfectly, and to sing and read together. When these doors are closed simultaneously by signal, the classes located in the various alcoves are in rooms wholly independent of each other. The central portion or rotunda is occupied by grouping of chairs for small classes, each gathered around a small table and a teacher.

Class Rooms. The rooms of the second floor are entered from a light balcony, extending around the front of the alcoves. All alcoves being on outer walls are lighted direct by windows, while the rotunda is perfectly lighted by clearstory windows above the face of the front line of alcoves.

Beauty and Utility. The straight or cord line of the semicircle being the rear wall of the church, was necessarily blank. The rotunda thus being an inside room could not have been lighted otherwise than by the clearstory windows. Glass doors to the class rooms enabled the superintendent or other officers to see the various classes without disturbing them. The various class rooms were differently furnished according to the taste of the class, all neatly, some elegantly, with pictures, vases of flowers, ornaments, curios, charts, maps, blackboards, chairs and cases.

The Primary classes occupying the larger rooms at the corners or angles of the building, were each provided with a cabinet organ. The main room was provided with a piano; an orchestra composed of pupils occupied the platform, and a handsome fountain ornamented with flowers played in the center of the main floor.

This building was arranged for and accommodated a school of about eight hundred members, which in its day was a phenomenal school, and visitors from every section of the land were in attendance at nearly every session. Often a delegate from some foreign country was seen, as the fame of this school and its now famous building was on the tongue of everyone who was interested in the new movement.

Meets the Need. The strong point of this building,—and this is the essential test of any building,—is its utility in the highest sense, rather than the mere physical or mechanical arrangement. While the type was originated primarily for a particular school, it soon began to fill a world-wide want, and so thoroughly has it met all requirements that after nearly fifty years it still stands unique and alone, no other plan or type of Sunday-school building having at any time received general consideration. Even to-day, the height of ambition with any school is to have a building after the Akron Plan. Such completeness and comprehensiveness is almost without parallel among the inventions of man.

Merit Recognized. This plan for the Sunday-school building has been almost universally adopted in this country, has been adapted to every condition and for schools of all sizes, ranging from those of one hundred or less to those of thousands, in combination with all forms and types of churches or in separated rooms, and occasionally in detached or independent buildings, but largely confined to the non-liturgical or evangelistic churches.

Were it not that European countries are largely provided with churches, and that the practice of the ecclesiological architect there consists principally in restoration rather than new work, these or similar plans for the Sunday school would be in much more common use there than they are. The lamentable thing in connection with ecclesiological work lies in the fact that the modern church building as we know it,—including the Sunday-school rooms or buildings,—is not technically recognized as a distinct type or style. There are no text-books, literature or works of reference treating of such a building as a unit. There is no acknowledged standard and it is not recognized in the schools of architecture.

Not Recognized. Indeed, anyone taking an architectural course is more liable to be taught that such a building is a nondescript, irregular, without precedent, and it is often held up to ridicule. Note that when any technical article on ecclesiological matters is written for public benefit, only the mediæval as modernized and exemplified in the buildings for ritual churches is referred to, embodying the classic or orthodox arrangement of plan.

The Sunday school was unknown in the days when ecclesiastical science took form, and Sunday-school buildings are to-day classed and treated as secular buildings rather than ecclesiastical by all schools. This lack of standard results in nearly as many types of ecclesiastical architecture as adapted to non-ritual churches as there are architects practising. Most of these architects, conceiving that eccentricity is originality and that originality is a sign of genius, feel that they must be original rather than display the rare good sense of appreciating and using a perfect model, and adapting to new conditions old forms sacred from association.

Many changes have been made in the methods of study, grading and organization of the school, as well as in the buildings to accommodate it. There is still a striving for an ideal, and the school of to-day differs largely from that of even five years ago.

Any Size. Schools are now attaining a numerical size that was not dreamed of fifty years ago. The possibilities of the work have enlarged, leading into many new channels; the advance in teacher-training, the Adult Bible Class Movement and the introduction of many new ideas make further modifications of the building necessary. Schools have grown beyond the limit of economic management on the old basis, and buildings adapted to the new system of grading are essential.

The large school must first be divided into smaller schools or departments, with pupils of similar age and proficiency, then each department must be subdivided into grades and properly classified. The new system is somewhat similar to the grading of the public school, excepting that it deals with the infant and the adult—thus it has greater compass, but fewer hours. As all this

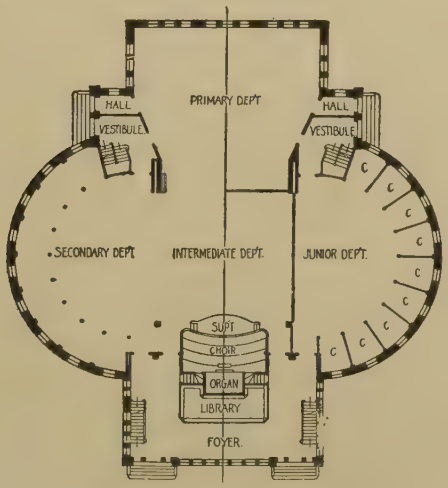
teaching must be condensed and confined to one hour, one day out of seven, it is necessary to seek out and adopt that plan which will enable the workers to make the most of the time. Thus there will be required buildings which are as much beyond the present or accepted type as that was beyond its crude predecessors.

Developed. The result must be two types of Sunday-school buildings; one of these will always apply to the smaller or newer school—it will be necessarily a *classified* building of the accepted Akron type; the other will be the subdivided, *departmental* type, for the larger, more thoroughly organized and graded school of eight hundred members and upward.

CHAPTER IX

A MODEL DEPARTMENTAL BUILDING

Akron Plan. At the World's Fair, Chicago, 1893, a model Sunday-school building was erected as the resultant of an international competition for the best plans for a modern Sunday-school building. While scores of plans were submitted by the leading architects of the world, a careful inspection demonstrated that very few had any conception of the real requirements of the



George W. Kramer, Architect, New York City

Figure 1—First Floor World's Sunday School Building

Sunday school, and no idea of any practical plan other than the Akron type.

The building that was erected (approximate plans of which are here given) embodied those ideas which the committee in charge considered of the greatest advantage. As will be noted, this plan consists of three Akron plans placed on the three sides

of a square, central building, all to be used in combination. It necessitated a division of the Sunday school into departments, subdivided into classes, each department a school in itself, but arranged to combine for opening and closing exercises. This

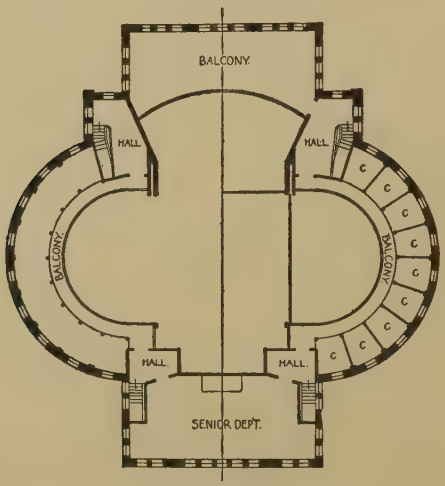


Figure 2—Gallery
World's Sunday School Building

type of building, while ideal, was considered at least a generation ahead of its time.

The Change. As the school was then organized, the Akron Plan was perfectly adapted to the requirements; little did anyone dream at that time that a transition to the departmental system would be made within fifteen years, or that it would be adopted by the leading schools of all denominations more rapidly than text-books and literature could be prepared.

The rapid increase in number of the larger schools created a demand for a more effectual system of grading, which has been thoroughly worked out and developed under the direction of the International Sunday School Association.

The Grading System. This system contemplates a division

of the school into departments, each department being subdivided into grades, largely according to age. It is based chiefly on the most approved of the common-school systems, involving principles that are scientifically correct, including fixed standards and literature.

As a sudden change of system would prove ill-advised and disastrous, it was determined that the transition should be gradual, extending over a period of several years. The first steps toward the adoption of the new graded system were taken in 1909, when the graded lessons were introduced for the first year by the three first departments, Beginners, Primary and Junior. The rapidity with which schools are adopting this system indicates that sooner than was anticipated the building will need to be made after a new pattern which will meet all the needs of the graded schools.

The transition or change, no matter how gradual, involves questions of class and social organizations, personal and sentimental relations, intellectual qualifications, matters of age, et cetera, et cetera. With the organization of a new school the matter of grading and arranging will be simple, but the old school must for a time be a part of two systems, gradually changing the previous classified system into the departmental. The foregoing statement of these conditions is essential fully to understand their influence on the plan of building necessary to produce the best results.

The Akron Plan of building, while perfectly adapted to the systems of its day, is not adapted to the new departmental system. When the full transformation has finally taken place and all methods have become standardized, the type of building best adapted may crystallize into a fixed form, as has been the case with the Akron Plan.

The difficulty to-day consists in convincing those in charge that the proposed building must be planned for the future, when the new system is fully introduced, and not adapted to the present mixed but changing conditions.

New Plans. To anticipate future conditions takes a faith and foresight that can come only as the result of much study of the situation and experience with past conditions and history.

The vexed question regarding class and other organizations within the present school, *whether the organization must be maintained at the expense of the school, or whether for the good of the school they will be adjusted to new conditions,* will be a serious factor in arranging the plan of a new building.

The foregoing is prefatory and considered essential, as indicating peculiar conditions existing at the present time. These conditions, while they must be met and considered, must not be the determining factor.

The new building must be planned for the future, and future conditions must be anticipated and met.

Plans are herewith presented, indicating five of a series of departmental plans, which show different methods of arrange-

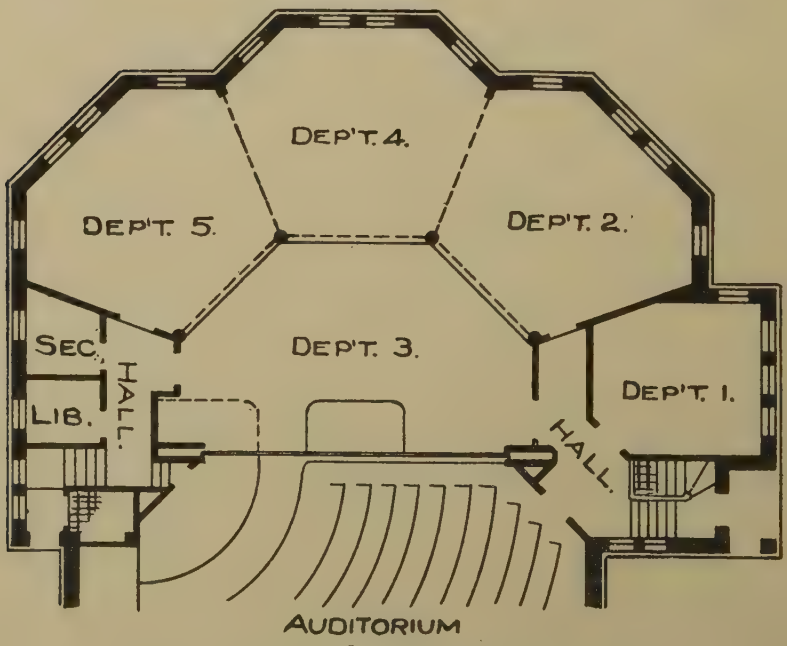


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Figure 3—Sunday School in Combination with Church

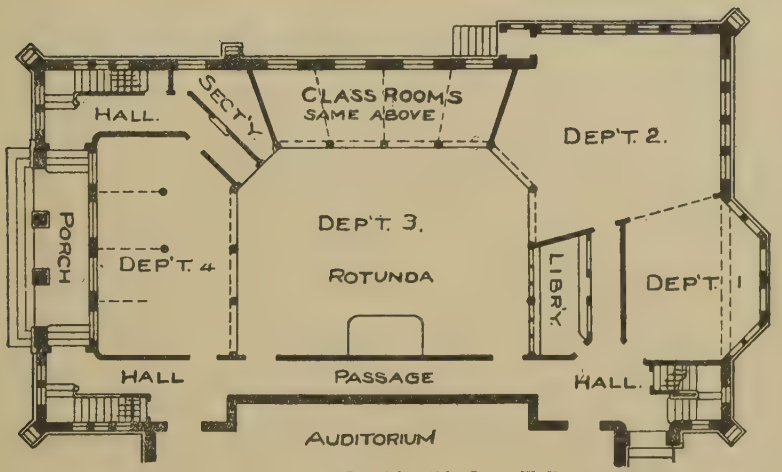

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Figure 4

Note: Dep't 5—above 4. Adult Dep't—above 1 and 2.

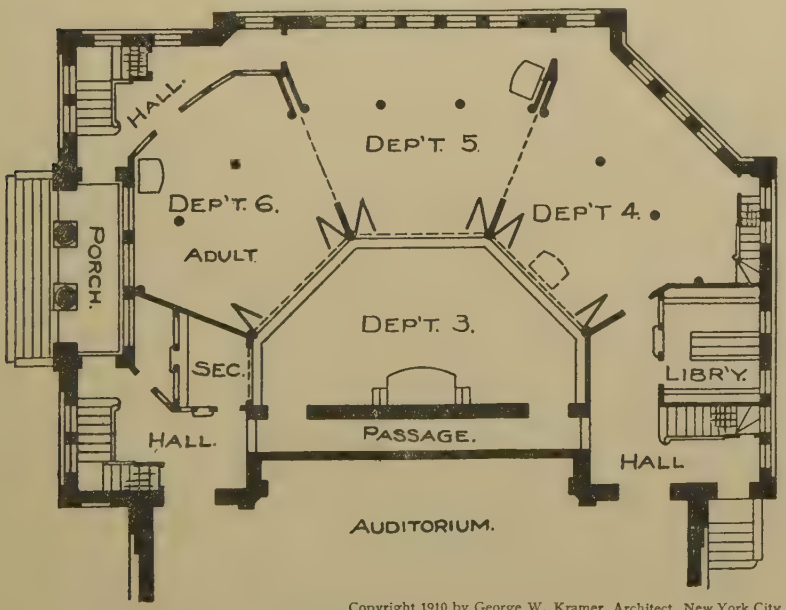

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Figure 5—First Floor

Note: Dep'ts 1 and 2 in Basement

ment to accommodate schools of different sizes, the fundamental principles involved being the same.

Figure 3 indicates an arrangement for a small school, one story in height. The five departments on one floor not subdivided, so arranged that the departments may be combined, the whole in combination with a church as a side extension.

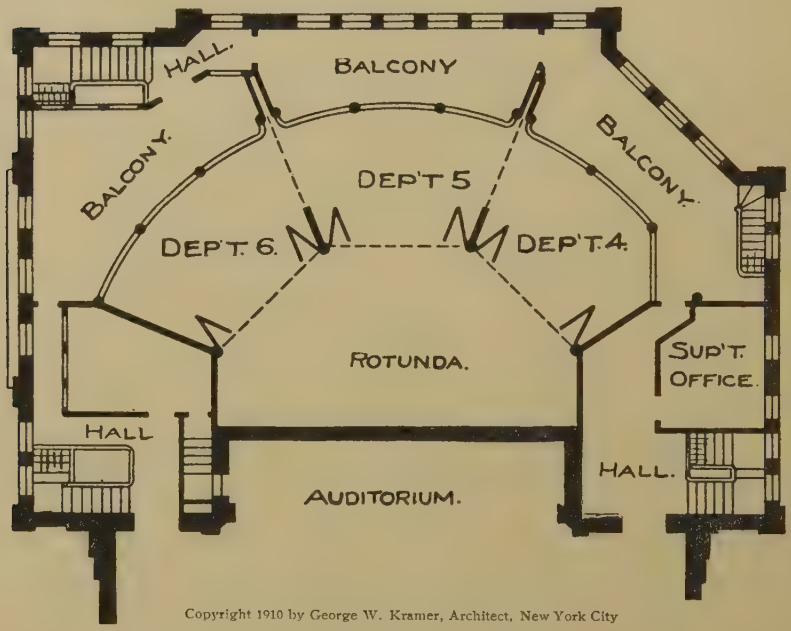

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Figure 6—Second Floor or Balcony

Figure 4 indicates a building in two stories for a larger school, with class subdivisions in three of the departments.

Figures 5 and 6 represent a still larger plan—with a balcony within each of three departments; in which various departments or all may combine. With this plan, Departments 1 and 2 are to be located in a pleasant basement, or the Adult Department may be located in the church auditorium and Department 2 occupy the room No. 6.

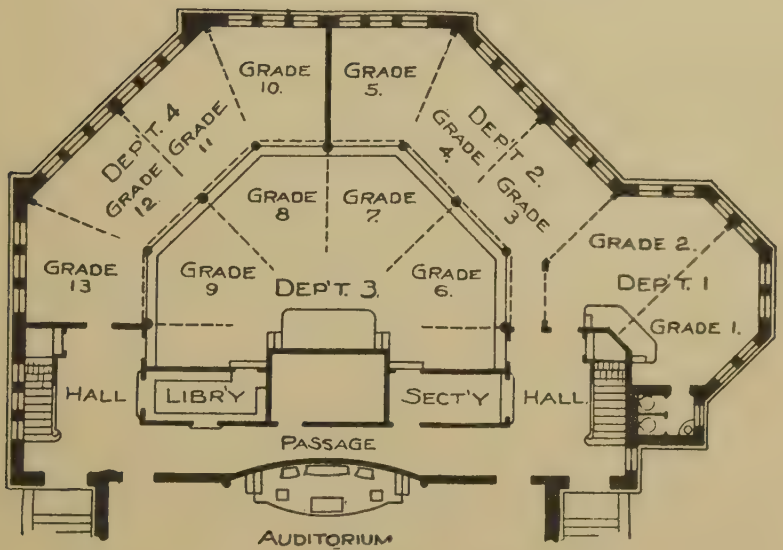

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Figure 7—First Floor

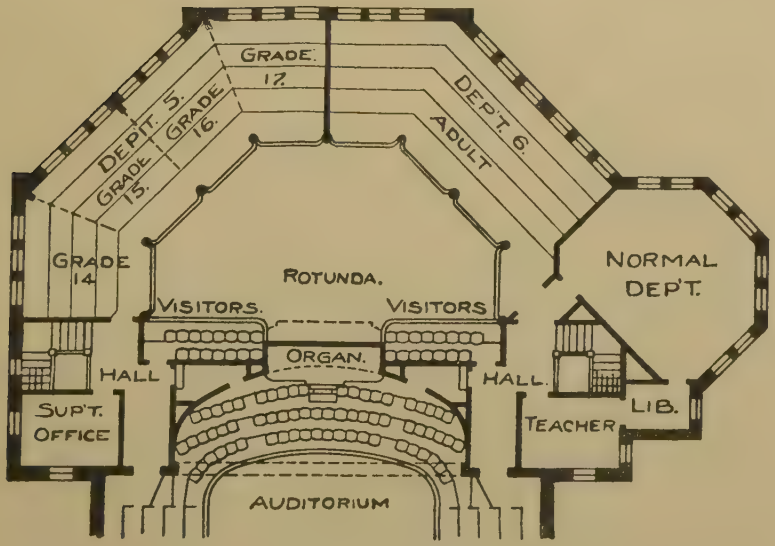

Figure 8—Second Floor

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Figures 7 and 8 indicate a complete ideal arrangement, including an entire school in all its departments, subdivided as per grades, all departments except No. 3 provided with outside light, No. 3 lighted and ventilated by clearstory windows, also provision for a normal class, secretary, librarian, visitors, offices for superintendent and normal teacher, et cetera. The department in the second story being entirely independent of the department immediately below, obviates the necessity for the great connecting doors, as indicated by other plans. This building may be erected in connection with a church or it may be entirely detached.

Figures 9 and 10 indicate a plan for a large school in which all departments are included, with possible combinations and a certain amount of class divisions. To a certain extent these plans are self-explanatory. They are capable of adjustment to schools of various sizes; no one plan can be adapted to every condition. While the location of various departments is indicated, this location is not arbitrary. Many changes may be made at the option of each school.

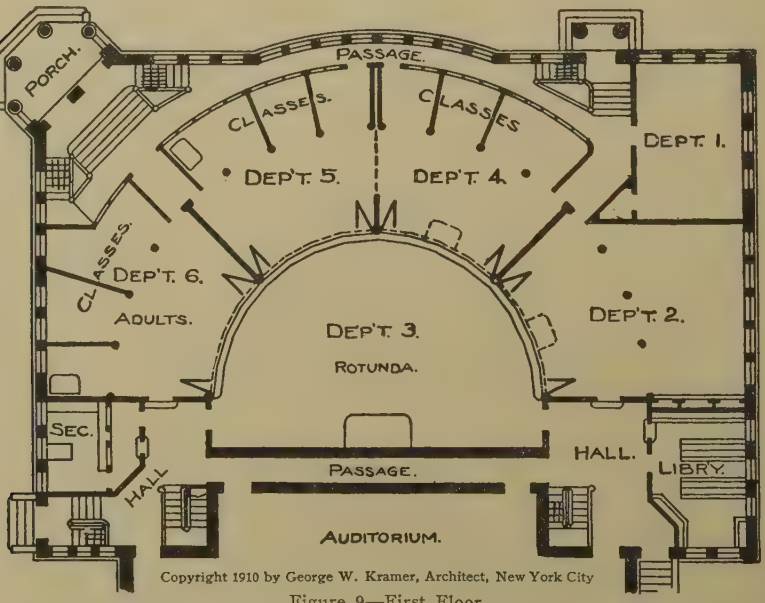

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Figure 9—First Floor

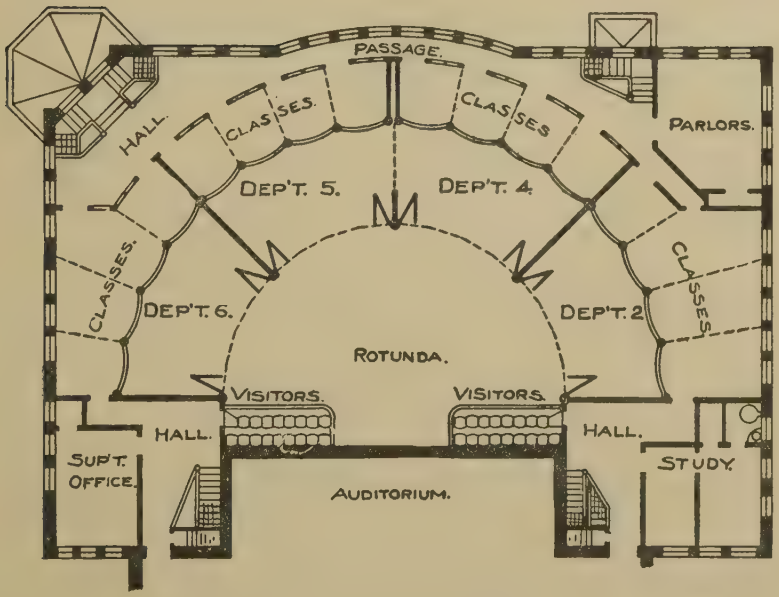

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Figure 10—Second Floor or Balcony

An Ideal. As the Beginners and Primary have so little in common with other departments, it is often advisable to separate them entirely, providing, if possible, light, airy, comfortable quarters on the ground floor. Departments 3, 4 and 5 should, however, be so arranged that they may combine for opening and closing exercises. Department 6 is for the adult class, and is often entirely segregated. Of all departments, however, this varies most; some schools have but a small adult class, while with others it may outnumber the other departments. In future work the Adult Department will be found more and more a factor.

On account of the short hours for the session, movement of classes or departments is not advisable, owing to the loss of time in changing and coming to order. The best results are obtained where the building is so arranged that late-comers do not dis-

turb exercises; where combinations are effected by merely opening doors and the class or department remains seated, thus avoiding all time losses; where visitors are not an annoyance; where secretary and library are equally accessible to all; where officers can visit various departments without interfering with exercises; where all can see and hear; where there is good light and ventilation; and where divisions between departments are deadened to disturbing sounds so far as possible.

The plans herewith presented do not cover every possible condition or requirement. No plan can be devised that will do this. Modifications and adjustments may be necessary or some other type of the series may be better adapted; these are here shown to illustrate principles involved and economy of arrangement, construction, maintenance and operation.

The Detached Building. The ideal building would be a detached building, were it not that this in a degree separates the school and the church.

The various suggested subdivisions of the department are matters each school must determine for itself.

In adopting the system it should be adopted in its fullest development. Buildings should be arranged to secure best results, conflicting organizations should be reorganized, everything in the nature of a hindrance should be eliminated, that all may enter into the new plan with enthusiasm and a determination to make it a success.

CHAPTER X

REMODELING PRESENT BUILDINGS FOR SUNDAY SCHOOL PURPOSES

The Church of To-morrow. Sometime in the history of every congregation will arise the question of adequate accommodations and up-to-date equipment and facilities to conduct the services of the Sunday school according to modern methods. The standard of the church of to-morrow depends upon the character of the school of to-day; consequently, present deficiency in the school may prove a permanent hindrance. This deficiency may be in the system, the organization, the teaching, or it may be in the buildings and equipment; there is responsibility to a degree with either.

A Happy Combination. The ministry of teaching God's word is the highest, greatest mission intrusted to man. Second only to the ministry of teaching is the ministry of a building so perfectly adapted to the requirement as to make possible the highest ideals of the teacher. The ideal building cannot be the product of any one person, one system or one point of view, but will be a happy combination of those ideals which, having been materialized, repeatedly tried and tested, have proven of great value and advantage to the work.

The life and the soul of the Sunday school is the teaching. The soul should occupy a body that aids rather than hinders its activities. Too often inadequate and poorly adapted buildings make the best teaching and system impossible. The teachers need the help of good architecture, comfortable sittings for themselves and their pupils, good ventilation and such other conveniences of equipment as will put them and those depending on them for instruction at their best.

Seek the Best. To be sure, choice work has been done in the hall, the chapel, the schoolhouse and even in the barn, but that work would have been still more effective with proper facilities. It has been well said, "The spirit that demands only the

latest facilities for travel, the most improved methods in business, or the latest machinery on the farm or in the factory, and provides only old, worn-out and out-of-date accommodations for its Sunday school, is not the spirit that will do good work anywhere." As well equip an army with slings because David conquered with a sling.

Have Ideals. Let us have ideals, always just beyond us, but let us not cease striving to attain to them. Never has so much attention been given to this subject as at present. It would seem that almost every arrangement of building and detail of equipment has been carefully thought out, tested, tried and adapted to the systems and methods of conducting the service, so that experiments are no longer necessary. To plan and erect a new building for Sunday-school use that is inadequate and not adapted to the best work is little short of a crime.

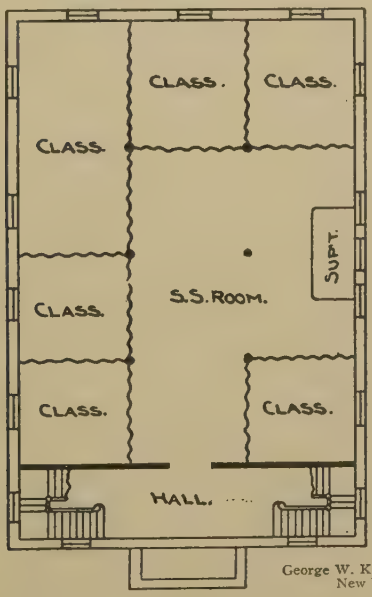
The problem of properly housing the Sunday school is a serious one and must be seriously considered. The duty of any committee placed in charge of the project is not discharged when it employs an architect, unless it employ a specialist in this line, as the average architect often knows less of the requirements and the ways to secure them than the committee.

Build Right. A Sunday-school building is not a marketable commodity. Though it is not all it should be, though it may not be adapted to the work, it cannot be disposed of easily. It must be endured and the work must suffer. The resources of a congregation are generally exhausted with the one building operation; if not, the peculiar construction necessary may make the remodeling of the building an impossibility except at a prohibitive expense.

As buildings adapted to the use of the Sunday school already exist or are being built in every section of the country, and as all experienced workers are more or less familiar with the great advantages pertaining to the school so provided, and as experienced men are available to plan and arrange, there is no excuse for any congregation—when erecting a new building—in not having it arranged and equipped after the very best method, to the extent of their financial ability.

In the case of a young church organization which has its first house to provide, there is no excuse for failure to secure the very best accommodations possible for the Sunday school, but in the case of the older organization whose building possibly antedates modern Sunday-school methods, there are other phases to the problem.

The Old Kind. There is a class of church buildings located largely in the older states, erected prior to the advent of the



George W. Kramer, Architect, New York City

Figure 1

modern church or Sunday-school building, which consists of a large rectangular auditorium with perhaps a vestibule at one end, a gallery over this, and probably a couple of small rooms, one on each side of the pulpit platform; sometimes, too, there is a gallery extending along the sides. This type of church has been substantially built, and is generally in too good condition to abandon for a new building. It may be that the people are financially

unable to build anew, yet realize that the success and very existence of the school may depend upon their ability to adopt modern methods which are only made possible by a building especially suited to the purpose.

The Sunday school in this type of building has always been held in the auditorium. To subdivide and rearrange this large

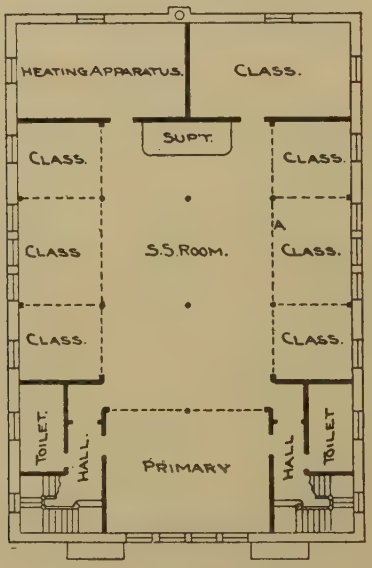


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Figure 2

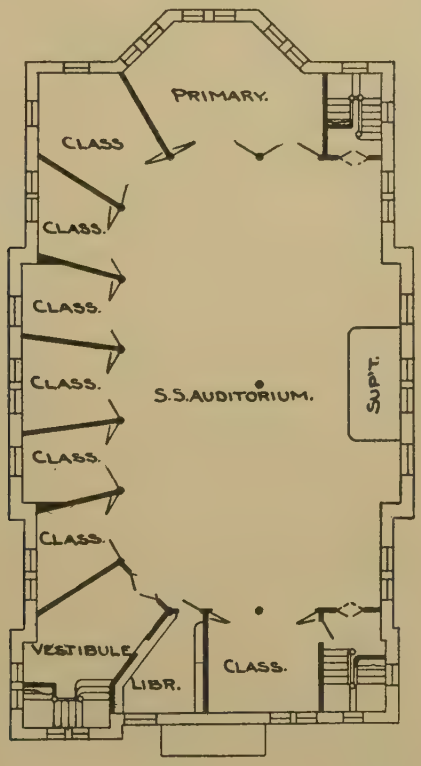
room for better Sunday-school work may unfit it for church services. Hence some other solution must be found.

Making It Over. First.—A basement room may be fitted up if the ceiling is of sufficient height and it is dry and properly lighted. Curtains may be carried on wires or tubing to subdivide the room during class exercises, and drawn so as to combine all for the opening and closing excerises, as indicated by the waved lines in Figure 1.

Second.—Rolling partitions may be installed to secure the same result in a more permanent way (see dotted lines, Figure 2).

Either of these plans leaves the basement in condition to be used for social or other purposes as one large room.

Third.—Partitions of a more permanent character may be installed (see Figure 3). These arrangements will apply equally to any large rectangular room.



George W. Kramer, Architect, New York City

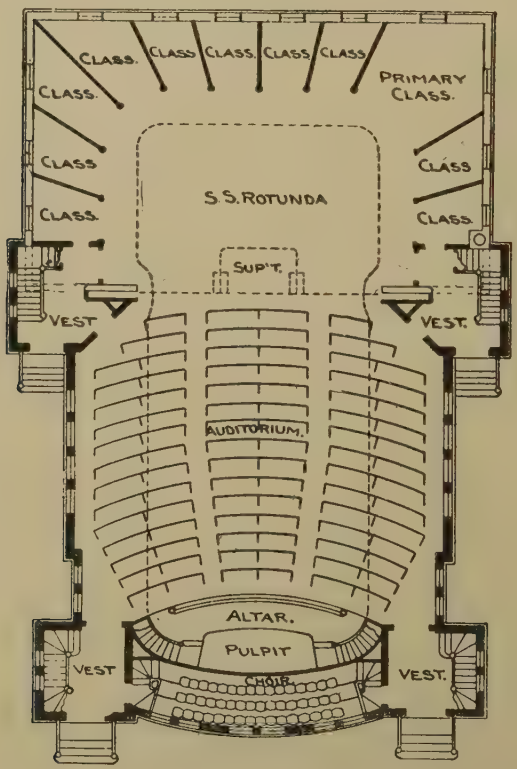
Figure 3

If possible to avoid it, a Sunday school in the basement should never be considered. The harm done by the depressing influences of low ceilings, damp walls, small windows, dark rooms and wretched ventilation no pen can record. Churches are seldom guilty of this folly except when there seems to be no alternative.

Fourth.—It may be that the old building can be used as a part of a new plant. In this event, the decision should be made between:

(a) Erecting a new church auditorium and converting the old church into a Sunday-school building, or—

(b) Erecting a new building for the school and retaining the old building for the church.



George W. Kramer, Architect, New York City

Figure 4

In either event, the relation of the church and school must be considered. Shall both be under the one roof, but entirely

independent, with connection through the halls and vestibules only? Or shall they be in combination, so that they may be thrown together when desired? If the latter, then either room should reinforce the other to its full extent, thus providing for growth of either church or school.

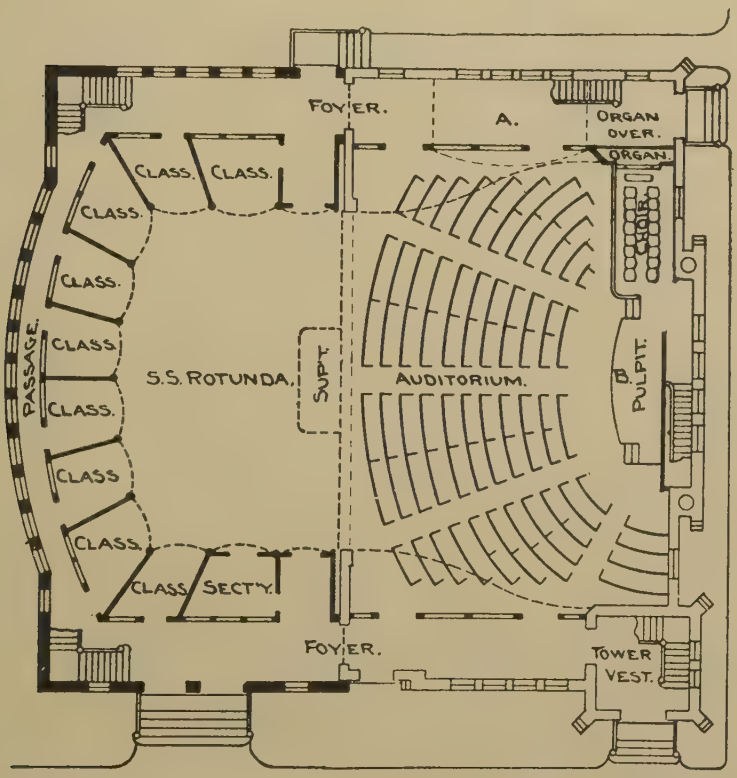


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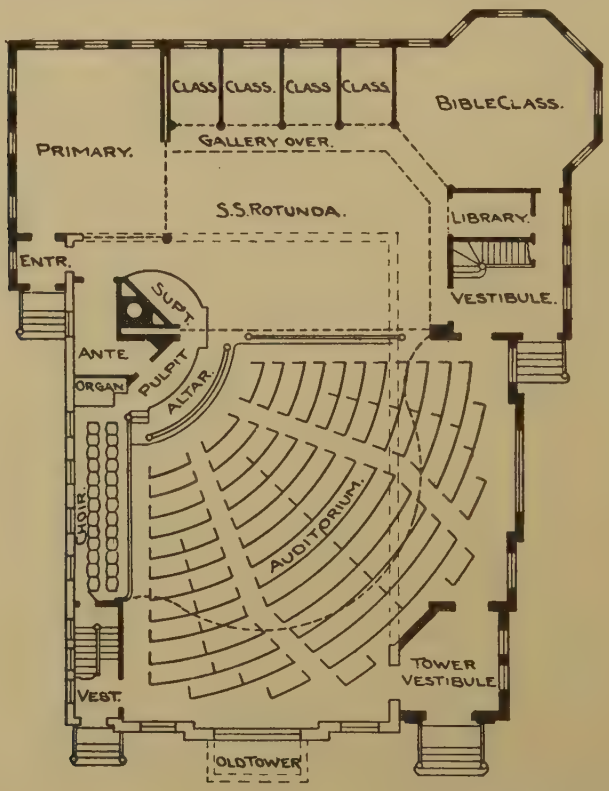
Figure 5

A Good Plan. Should it be determined to remodel the old church by converting it into a Sunday-school building, and to build a new auditorium in connection, the arrangement should be as per Figure 4, wherein is indicated a method by which an old type of rectangular church may be converted into a modern Sunday-

school building, if of proper dimensions and proportions. This plan involves an entire reconstruction of the interior, rearrangement of doors and windows, and a probable change of roof to secure properly distributed light, and properly connecting with



George W. Kramer, Architect. New York City

Figure 6

the new auditorium. On the other hand, to retain the old church and build a new Sunday-school building in connection is a simpler proposition, provided the location, arrangement and dimensions of the old building are such as are proper to use to best advantage under these new conditions.

There is usually a lack of harmony, however, in preserving an auditorium of the old type, and endeavoring to combine it with an up-to-date Sunday-school building,—there is apt to be an inconsistency, a failure to blend the old with the new. This

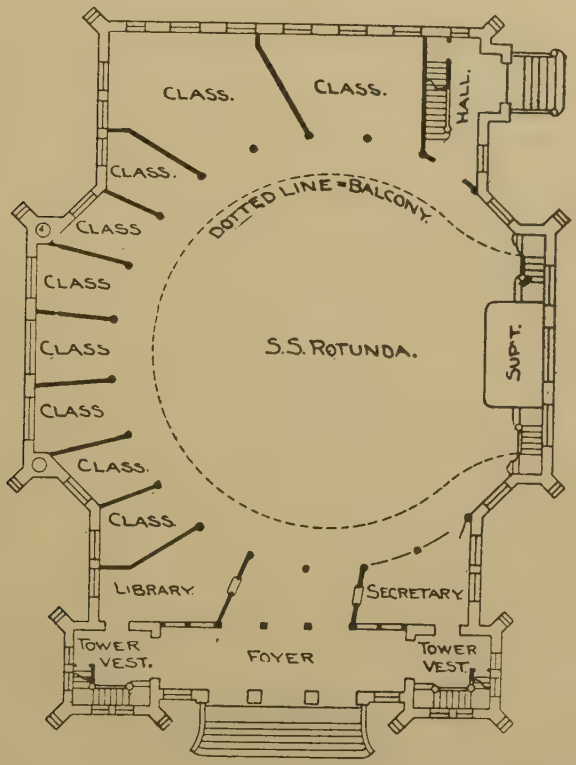


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Figure 7

method is indicated in Figure 5. Any compromise or partial adaptation is not satisfactory, and is disappointing.

Another Way. The building may be reconstructed on other lines, however, as indicated in Figure 6. By this plan, a part of the old edifice may be retained, but so remodeled and increased

that the result will be a modernly arranged edifice. The expense would be much less than if an entirely new building were constructed. Of course the physical condition of the old building must be such as to justify its retention and use as a part of the new.

The foregoing propositions refer largely to the possibility and advantage of adopting or using an old frame building of the rectangular type. If the old building should be of brick or stone, however, the proposition becomes more serious. Any change of the location of the building on the lot, which is often necessary, becomes expensive and in some cases impossible. Then the expense of moving, remodeling and converting an old church of masonry so as to secure satisfactory results is often so great as to be prohibitive.

Still Another. Again, the old church may be converted into a modern Sunday-school building entirely independent of any connection with the new church, as indicated in Figure 7, and very satisfactory results be secured; provided the materials are in good condition, the construction substantial and the dimensions and proportions proper. The plates herewith illustrate how each of these several propositions or problems has been solved in actual practice. Since, however, the conditions are never twice exactly alike, a new solution is necessary in each case.

Early attempts to secure Sunday-school buildings resulted in nearly as many kinds as there were buildings, so that when it comes to remodeling them, each must be treated on its merits. Some are susceptible of changes that produce good results, but the great majority are of such a nondescript character of plan, design and construction, that to remodel will mean an expense nearly equal to a new building, with results far from satisfactory.

It Is Cheaper. It is not generally known, however, that some of the church buildings of the old type can be remodeled or combined with a partially new structure in such a way as to secure nearly as good results as if all were new, and at a considerable saving in total expense. The possibility or advisability of this, however, must not be taken for granted, and the attempt must not be made by an amateur, or the last condition may be

worse than the first. As conditions vary with each instance, the matter should be determined by one whose experience makes him competent to pass intelligently on the question, as there are many things to be taken into consideration in determining the wisdom of such action. Many attempts at improvement are made by those who do not understand that the system of gradation and organization of the school, and the arrangement of the building, are both inherent parts of one great system, which has crystallized and assumed somewhat fixed forms.

Think Ahead. Probably the most serious error is where a modern, up-to-date Sunday-school building is erected without provision for future growth. The very completeness and perfect adaptation of the plan and arrangement of the building to the work may be the most serious obstacle to increasing its capacity. In such cases, there is little or no remedy, except to divide the school into departments and provide a separate building for a given portion of it.

The foregoing will cover almost every possible condition under which the remodeling of an existing building for Sunday-school work would be advisable. The illustrations presented in this chapter contemplate so far as possible the Akron type of building. The same principles will apply also to the new type of departmental buildings.

In considering the problem in connection with providing adequate buildings in which the various services of the modern Sunday school are to be held, whether new or remodeled, the importance of the Ministry of the Building as an essential factor of the problem must be kept in mind.

CHAPTER XI

CLASS ROOMS

Class Entity. No other feature of Sunday-school equipment contributes so effectually to the securing of the best results as suitable class rooms. It is quite impossible to do the best work where the classes are exposed to the view of one another, and especially if they are in close proximity to one another in one large room. The class room gives individuality and entity to the class that can be had in no other way. The class will feel at home in its own class room. There is a sense of proprietorship, and the class will take an interest in fitting up the room for its own use, and supplying it with conveniences for class work, as well as appropriate decorations.

Class Protection. Furthermore, the class room reduces to a minimum the difficulties of discipline. Many a teacher will manage a class of twenty-five pupils in a class room with more ease than he could manage a class of ten in the auditorium among other classes. It is not so much the sound that interferes with attention and order as it is the sight; consequently, very simple devices for cutting off the sight are much better than nothing, if regular class rooms cannot be secured. It is oftentimes much easier to secure this kind of protection for the classes than many people are aware. It would be difficult to find a church or Sunday-school room where class rooms could not be formed by the use of screens, curtains or similar devices.

The purpose in this chapter is to call attention to methods by which class rooms may be secured where they have not been anticipated in the erection of the building, and also to call attention to a few unique styles of class rooms that are not frequently found. In the chapter on Types of Buildings, class rooms will be seen of the usual pattern, such as are found in the segregated school building or in the Akron Plan.

Quickly Done. Figure 1 represents a plain, rectangular room which I saw converted into eight class rooms in less than half a minute by simply sliding curtains on wires. The dotted lines in the figure represent wires reaching entirely across the room in both directions. The waved lines indicate where the curtains are in place ready for class work. Wires used in this manner should be stretched very tight. The woven cable clothesline wire is much better than a solid wire. Such a heavy wire, stretched and fastened to strong fixtures in the wall, and tightened by the same device as that by which a wood saw is tightened, can be made very rigid. The dotted lines in the figure indicate that the wires pass over the platform, above the heads of the speakers, although the curtains are not used there.

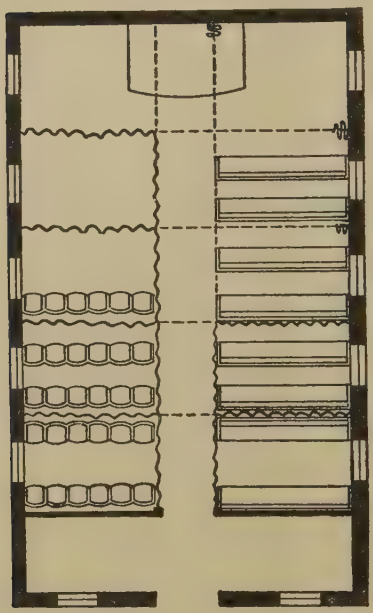


Figure 1

During the opening and closing services the curtains are draped against the walls. The long curtains reach halfway across the room lengthwise, meeting in the center, and the short curtains reach to the middle aisle, leaving that aisle open. The wires are about seven or eight feet from the floor, so that when the curtains are pushed back against the wall the whole room is open and available for audience purposes without the loss of a single seat.

A Good Idea. Figure 2 represents a different method of accomplishing the same result. The dotted lines here represent iron tubing fastened firmly to the wall, and at the middle of the oval fastened to the ceiling or supported by a rod which rests upon the floor. These iron pipes usually remain permanently in their position, or they may be hinged at the wall, and when not in

use drawn up against the wall entirely out of the way. If the room is to be used for audience purposes, this is preferable. By this arrangement two curtains are required for each class room,

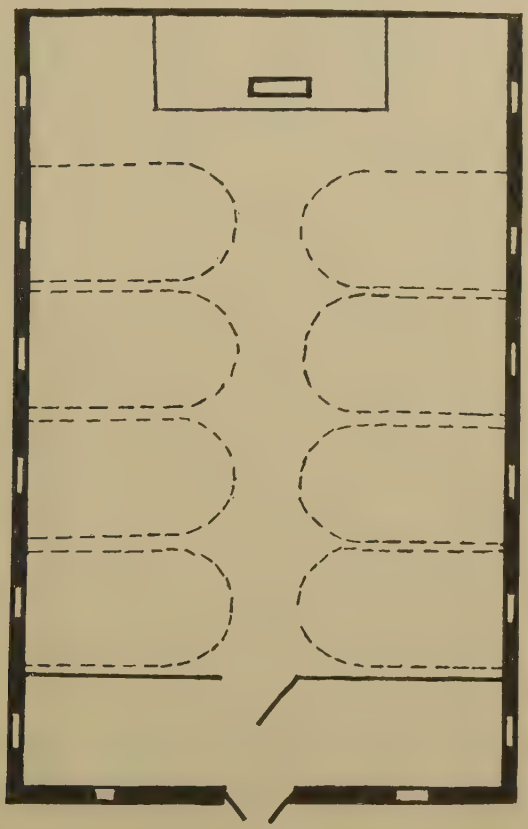


Figure 2

which when not in use are against the wall, and when in use meet at the middle of the oval end of the class room.

This method of forming class rooms may be adapted to high-grade buildings, as will be seen later in this chapter, when the Congregational Sunday-school room at Brockton, Massachusetts,

is considered. Curtains should be hung upon wooden rings, as they will make less noise than if metal rings are used. Do not use starched or rustling material for curtains, but the softer kinds of cloth.

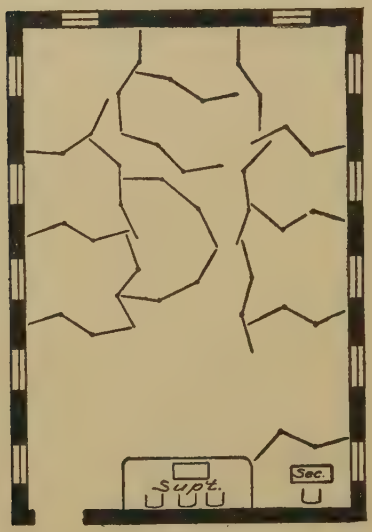


Figure 3

Use of Screens. Figure 3 shows how various class rooms may be formed by screens where there are no permanent pews. Only a few class rooms are represented here, but the whole space could be utilized in the same manner. All of the screens represented here have three panels each. The panels may be three feet wide and about six and one-half feet high. The frames should be made of light wood and put together with double hinges, so they will fold either way. They may be covered with any kind of pretty cloth desired, and may be made at small cost.

The figure shows that class rooms can be made of varying sizes. Any end section or panel of any screen may be used as a door to the class room. In the corner of the room is shown the secretary's desk, protected from view in the same manner by the use of one screen. It does not matter whether the main room is rectangular or circular in form, the screens can be used just the same.

Figure 4 shows the old-fashioned church with pews. This cannot be converted into class rooms very satisfactorily, but certainly the space next to the wall could be so utilized.

The Old Made New. Suppose a stiff wire were drawn, seven or eight feet from the floor, from "a" to "b" and from "c" to "d." This wire could remain in place, reaching from wall to wall, if need be, or could be attached to uprights fastened at the end of the pews at "a," "b," "c" and "d." Then there could be

gas pipes inserted perpendicularly in screw eyes at the end of the pews at the places indicated by "x," and a wire drawn from each

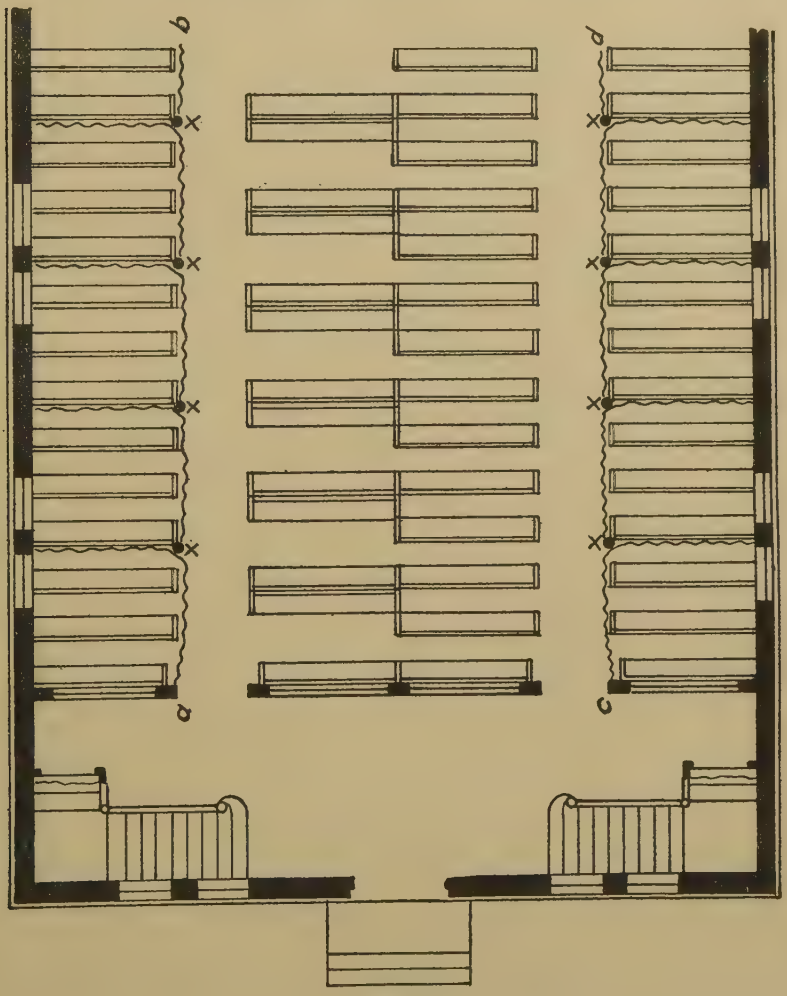


Figure 4

of these to the walls, and curtains hung upon them. In this way class rooms would be secured.

curtains can be suspended on arms fastened to the permanent pillars supporting the roof, as indicated in Figure 6. The sections of the curtain will reach only from one arm to another, and when not in use may be wrapped around the arm and tucked through the opening where it joins the post.

When the curtains are all down, no one from the room below can see into the gallery, neither can those in the gallery see across to the other side. Curtains may be drawn from the posts to the wall, thus separating the class rooms one from another. I know this plan to be practical for I used it in our own school many years. The front curtain will hang over the outer rail of the gallery, so that those who walk about the passage are not seen from below.

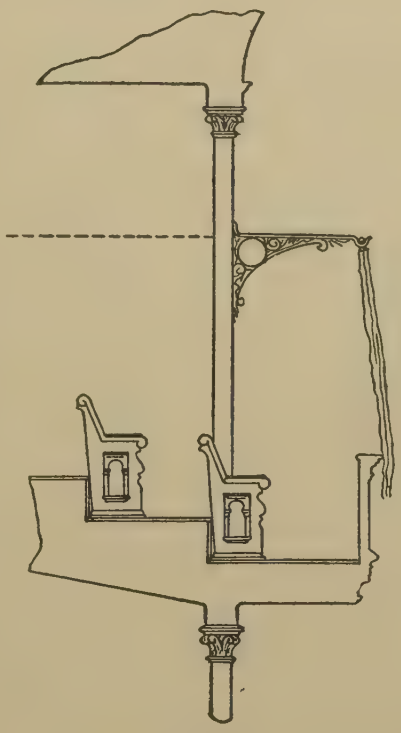


Figure 6

Figure 7 represents the interior of the Sunday-school room of the South Congregational Church at Brockton, Massachusetts. It will be noticed that the same device for forming class rooms is used here as in Figure 2 above, but here it is carried out with completeness and elegance. It will be noticed also that the class rooms are both under the gallery and in the gallery, and are operated in the same manner. During the opening and closing services, the curtains, which part in the center of the oval end of each class room, are pushed back against the wall and the entire room is available for general purposes.

Best Temporary Device. I have spoken in this building, and have never seen a more satisfactory device for curtaining a large auditorium into class rooms. It would be possible, by the use of screens, to separate the classes on the main floor from each other. Next to permanent class rooms, this is the best class-room device I have seen.

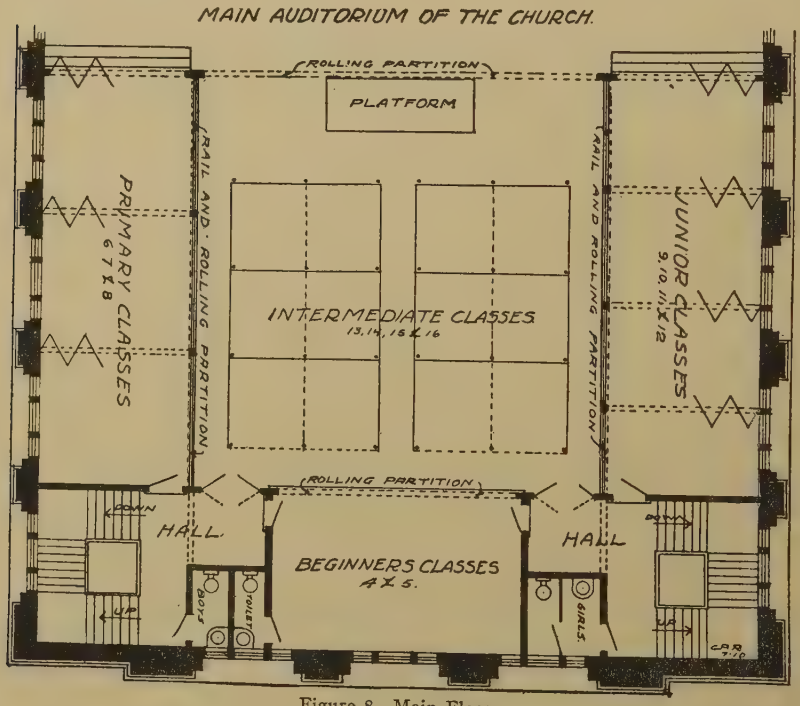


Figure 8—Main Floor

Figure 8 and the three following figures are given to show the class-room arrangements of various departments as suggested by the Methodist Mutual Church Supply Company, of Chicago. The general arrangement is good in all departments, but it is for the Intermediate Department especially that the drawings are introduced, as will be seen later. It will be helpful to notice the various rolling partitions by the use of which all the departments

may be opened into the main room, and the whole schoolroom thrown into the church auditorium.

Figure 9 shows the gallery plan of the same building, and is self-explanatory.

Figure 10 is an enlargement of the Intermediate section, and it is to this I wish to call special attention. In the right-hand section all is in readiness for the general services of the school, or

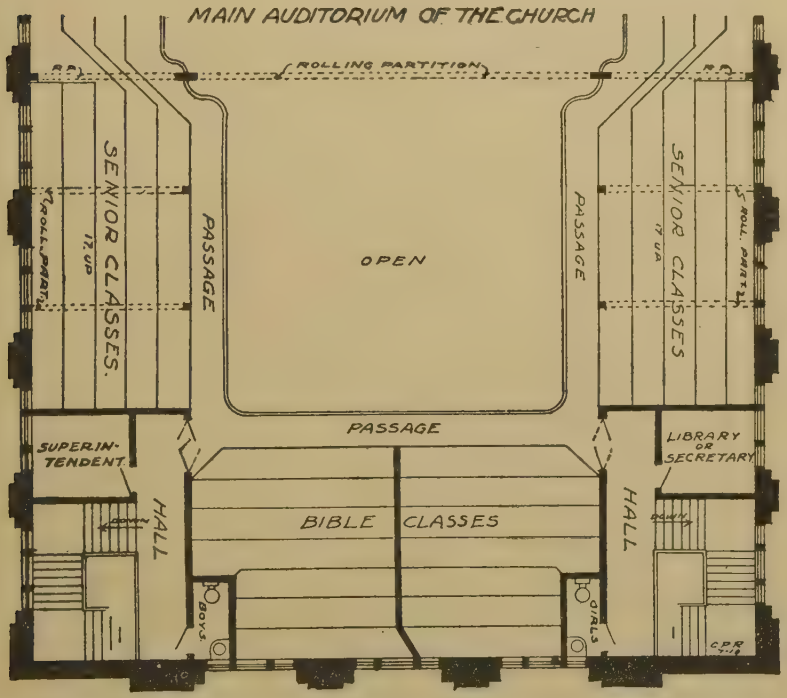


Figure 9—Gallery

for a preaching service. The settees have reversible backs. T, T, T, T, T, T are folding class tables placed between the settees out of the way. In the left-hand space six classes are arranged for simply by turning alternate settees, adjusting the chairs and opening up and placing the class tables. The aisle slopes toward the

front but the class space is level, as may be better seen in the next drawing. The change into class spaces indicated here may be made in less than one minute and twelve classes are provided for.

Figure 11 is the same as Figure 10, with all furniture removed so as to show the formation of class rooms by means of curtains. The whole device is removable. The standards are

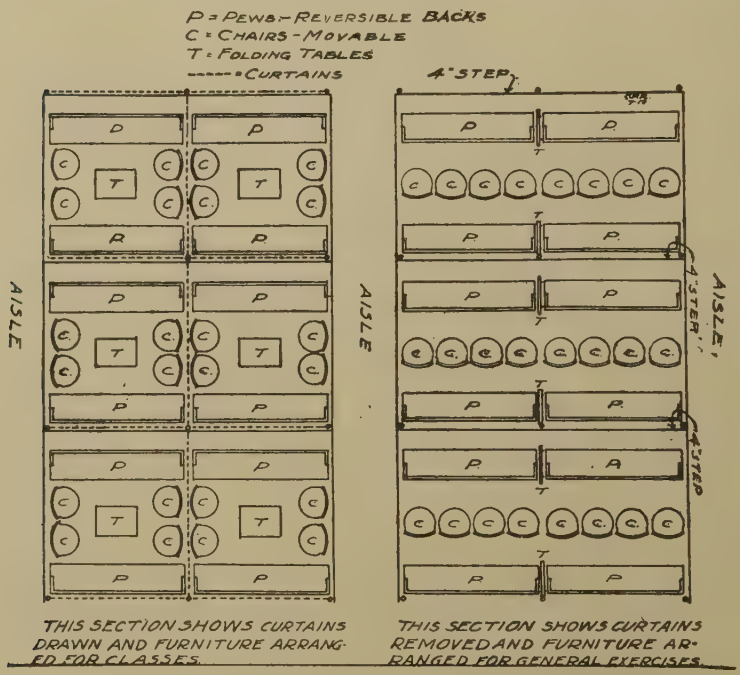

P = PEWS - REVERSIBLE BACKS
C = CHAIRS - MOVABLE
T = FOLDING TABLES
----- = CURTAINS
4" STEP
AISLE
AISLE
AISLE
4" STEP
4" STEP
THIS SECTION SHOWS CURTAINS DRAWN AND FURNITURE ARRANGED FOR CLASSES.
THIS SECTION SHOWS CURTAINS REMOVED AND FURNITURE ARRANGED FOR GENERAL EXERCISES.

Figure 10—Detail of Arrangement of Intermediate Classes

placed in sockets in the floor and the curtains hung upon them before the school is opened. The curtains are pushed to the center posts, but when the class work is going on the curtains are stretched across the openings. The posts and the rods carrying the curtains are not objectionable, neither are they in the way, nor do they obstruct the view, the light or the ventilation. The curtains may be but five feet high, and thus will not interfere

with seeing about the room when the school stands—or they may be made six or more feet high and the curtains drawn only when class work is being done. The five-foot curtains are high enough completely to separate the classes while seated, so far as seeing is concerned. The level surfaces for the classes are plainly shown here.

Figure 12 represents the First Presbyterian Church of Greensboro, North Carolina. It will be noticed that in the gallery

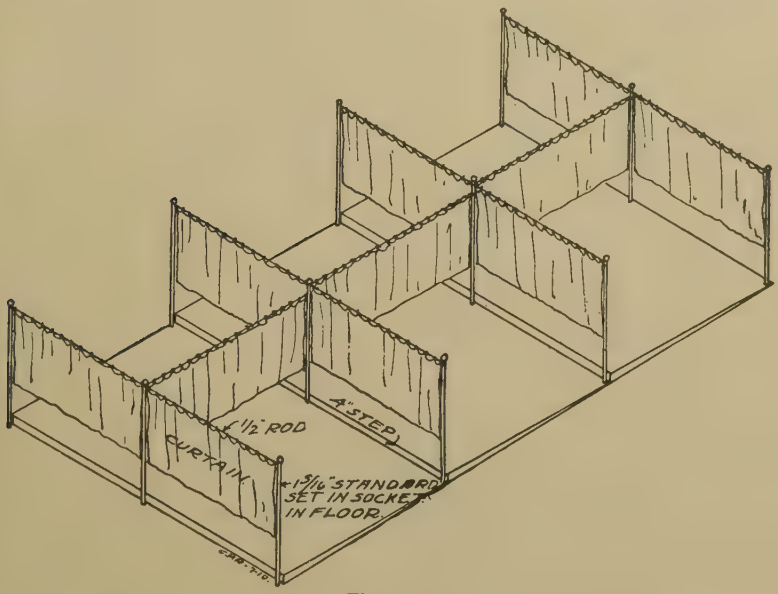


Figure 11
View of one section of Curtain Arrangement for Intermediate Classes

there are doors. These open into separate class rooms under the gallery, each bearing the class number above its door. During the opening and closing services of the school, the pupils occupy the gallery seats. When the recitation period comes, they pass through these doors into their class rooms, which are beneath the seats they have been occupying. The class rooms are between the floor of the gallery and the ceiling of the rooms below. The

class rooms have one or more outside windows each, so that they are well lighted and ventilated.

Novel Arrangement. This is a very novel device, and is quite satisfactory. I was surprised to see how convenient and commodious the class rooms could be made in such a place. Surely the waste places have been utilized.

Below the gallery on the first floor there are class rooms also, as can be seen from the picture. These have permanent walls between them and portières in front. It will be noticed that there are maps, charts and blackboards in these various rooms. This is regarded by many as one of the best Sunday-school rooms in the South.

Figure 13 shows the same room from the platform, and Figure 14 shows the platform and a corner of the gallery and a few of the class rooms below the gallery. It also shows one of the children's rooms in the far corner, and the flexible or folding door used as a partition.

Before leaving the discussion of the general subject of class rooms, however, it is well to say that while curtains make very acceptable class rooms for many purposes, it is impossible to engage in those exercises that would disturb neighboring classes, such as singing, marching and concert recitation.

There are numerous devices for securing separate rooms, such as the folding doors, rolling doors, flexible partitions, screens, and so forth. Many of these are made now so that they operate quite easily with little or no noise. The so-called flexible door is regarded by many as the best for general use.

Do Not Despair. Do not despair of having class rooms because they were not provided for in the erection of your building. It would be difficult to find a building that will not yield itself passably well to some of the modern devices for making temporary class rooms.

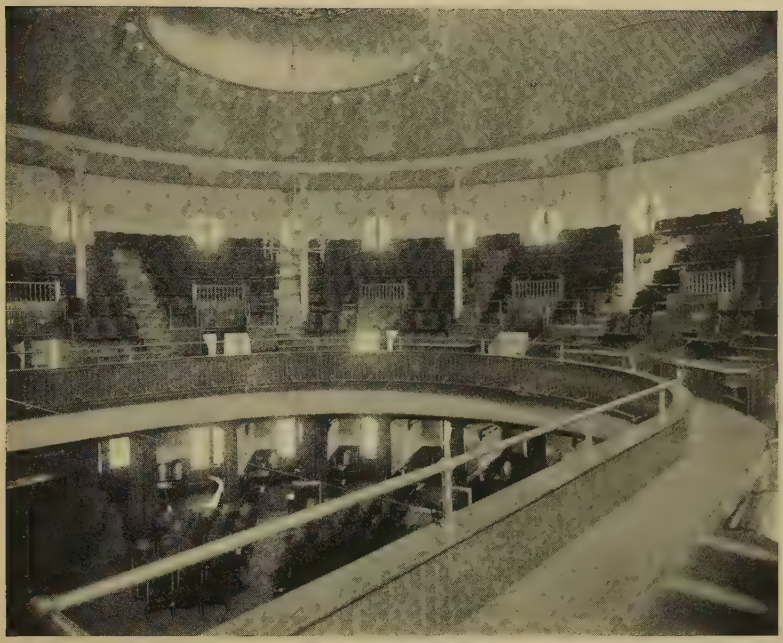


Figure 12—Interior
First Presbyterian Church, Greensboro, N. C.

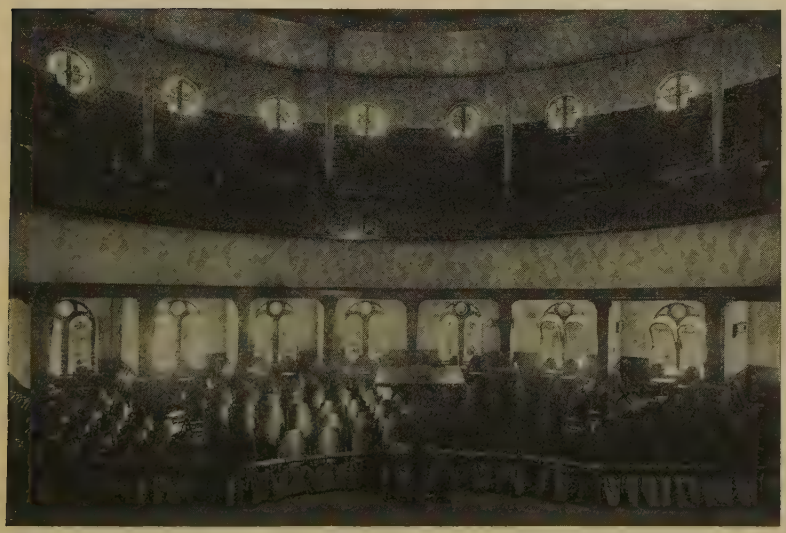


Figure 13—Interior
First Presbyterian Church, Greensboro, N. C.

Figure 14—Interior
First Presbyterian Church, Greensboro, N. C.

CHAPTER XII

DEPARTMENTAL ROOMS

More and more, with the advancement of grading in the Sunday school and the development of the departmental idea, does it become necessary to anticipate the needs of the school in the construction of the building. A thoroughly graded Sunday school according to the modern ideas of grading is no longer a unit, but a collection of units, with mutual relations to each other and comprising a harmonious whole. It is really a number of Sunday schools, each Sunday school being composed of a department.

The more completely the needs and requirements of the given departments are met in the construction of the building, and especially in adapting the room or rooms they are to occupy, the more surely will the results be satisfactory. The ideal Sunday-school building, which I shall undertake to describe in the following chapter, will provide for every department.

It is my purpose here to give some suggestions concerning these departmental rooms and their equipment.

The Cradle Roll. The Cradle Roll is usually regarded as a non-attending department, and so it is in reality. Nevertheless, where it is possible I would have a Cradle-Roll room. It ought to be located near and possibly connected with the Beginners room or the Primary room, or better still, perhaps, between the two. This room need not be very large, but it should be cozy, neatly furnished, with a cradle or two, perhaps a crib, and a lounge, rocking-chairs for the mothers or nurses, children's chairs and plenty of children's playthings. This should all be in the care of the superintendent of the Cradle-Roll Department or an assistant.

There will probably be no Sunday-school exercises undertaken here, but it will be a safe and delightful retreat where children who cry or become restless may be taken, and where small children under three years of age may be kept while waiting for their older brothers and sisters to take them home. I do not know

of a room of this sort, except those that are called Mothers' rooms, of which there are many in our good Sunday-school buildings nowadays, but a Cradle-Roll room should be more than a Mothers' room.

The Beginners. The Beginners room will be where the youngest pupils assemble who have regular services in connection with the Sunday-school hour. Kindergarten plans will be followed for the most part, and such things as appeal to children four and five years of age could be placed in this room. If the graded lessons are used and the two years' courses are carried on separately, the parts of the room may be separated by a curtain, with one class on each side The whole may be thrown together for the general exercises, if desired. Of course there should be a piano, blackboard and plenty of the right kind of pictures, and the room should be made as beautiful as possible. There should also be room for moving about and for placing the chairs in a ring, as this is generally considered the best arrangement for the Beginners during their exercises.

This room should be on the main floor if possible, so that no climbing of stairs will be necessary. Opening from this room there should be a children's retiring room, where their wraps, umbrellas and overshoes may be kept, so that they will not interfere with the beauty and attractiveness of their department room. I am glad to present a picture representing the Beginners room of the First Presbyterian Church in Greensboro, North Carolina.

The Primary Room. This room may be either on the first or second floor, but if on the second floor there should be a broad, easy stairway leading to it, and if possible two such stairways. Usually it is better to have the Primary children on the ground floor. The room should be high of ceiling, well lighted, well ventilated and made as pretty and attractive as possible. By all means seat with chairs, and let the chairs be pretty and of proper height. Of course there will be a piano, blackboard, leaf cluster and every device used in Primary rooms. The rooms should be arranged so that visitors who enter will not face the children and thus disturb the services of the school. Indeed, disturbances of this sort should never be allowed if they can be avoided.

Figure 1—Beginners Room
First Presbyterian Church, Greensboro, N. C.

Figure 2—Primary Room
Moonta Mines, Australia

Figure 3—Primary Room, Moonta Mines, Australia

Several pictures are presented representing the Primary room of the Methodist Sunday School at Moonta Mines, Australia. Figure 2 shows the front end of the room; Figure 3 shows the rear end of the room; Figure 4 shows the children marching, each carrying his own chair. The circles upon the floor are for class purposes, as will be discovered in Figure 5, where the classes are gathered, each under the direction of its own teacher.

I am pleased to present in Figure 6 an ideal arrangement for a Primary room. It is the Primary room of the First Presbyterian Sunday School of Pasadena, California. A study of the picture will convince the reader of its plainness. The sand table is at the right of the platform. The tables in the center of the room show the hand work that has been going on. Banners and charts are in place, as well as the decorations. The light coming from above gives large wall space. It will be noted that there is nothing very expensive in the equipment. We are sure our readers will be grateful for the suggestions contained in this drawing.

One of the best-equipped Primary rooms I know of is to be seen in the Presbyterian Church at Bozeman, Montana. Figure 7 gives a good idea of the platform. The chairs appear large because of their nearness to the camera. They are low chairs, of the proper height for Primary children. All have rubber tips to prevent noise. If we could see the floor we should discover painted rings on the floor for the formation of classes. Mrs. Ross, the Primary superintendent, and the wife of the pastor, is in her place and her pianist is at the instrument. At the left (where the Palm-Sunday picture appears) there are ten pictures, each on a roller. Under the pictures where the double doors appear, is a cupboard with shelves. Under the clock is a mantel or shelf for vases, and so forth. Under this is a compartment for leaf cluster, bells and other things of that kind. Below this is another closed cupboard with shelves. Immediately back of Mrs. Ross is another small cupboard, and below this, five drawers for supplies.

Then comes the case of three blackboards, each three and one-half by five feet; these work on weights and pulleys. When not in use they are run down out of sight into a case which has three panels. Each panel is a table that lets down as shown in

the picture, where the middle panel is let down for use. Then there is another small case in the wall with five drawers below it exactly as on the opposite side of the blackboard case. Next—to the right—is the large sand table, about four by six feet in size. This opens and closes as the tables do under the blackboards; when closed it presents panels and looks like finished wainscoting. A sand box is just behind the table, so that the sand runs into it automatically when the table is closed. Ten song rolls come next, each on a roller as the pictures are at the other end of the platform. Under this is another cupboard. The platform is eight inches high. The room is thirty by thirty-four feet and accommodates one hundred children. This is a most complete room in its equipment, but there is nothing here many may not have, for the equipment is all easy of construction and inexpensive.

The Juniors. The Juniors should have a department room all to themselves if possible. Very many superintendents would be glad to have this room open into the main room, though there is a sentiment against this sort of combination. The Juniors greatly miss the special exercises they were accustomed to in the Primary Department; yet these are only to be had in a separate room. Personally, I would like to have the Junior Department open into the main room. The rooms should be sufficiently separated, however, so that the Juniors can carry on such exercises as they desire.

In the Juniors' room there should be a piano, blackboards, sand table, tables and necessary appliances for hand work, maps, charts, pictures, pads, pencils, and so forth,—indeed, everything that is necessary to make the Sunday-school work attractive to boys and girls from nine to twelve years of age. This is certainly one of the most attractive departments of the whole school, and should be well cared for. A Junior library would be very desirable, and all the reading intended for this department should be selected with great care.

Intermediates. The Intermediate Department is the joint in the harness in our Sunday-school work. This is where the work is most difficult and where it is done under the greatest disadvantages. It is said that seventy-five per cent of the losses

Figure 4—Primary Room
Moonta Mines, Australia

Figure 5—Primary Room
Moonta Mines, Australia

sustained by the Sunday school are during the Intermediate age—from thirteen to sixteen years inclusive. We are just beginning to learn how to deal with the young people of these ages, and it is none too soon. We will be greatly helped, however, in this problem if we can have a separate room for the Intermediate Department. Childish things are here put away for the most part. The pictures and decorations for the walls should be selected with great care, and everything left out that would appeal especially to little children. It would be well of course if there were a piano and a blackboard, maps, charts and pictures of various sorts that would appeal to young people of these ages.

Here also the social side of life manifests itself, and it should be recognized in the furnishing of this department room. If the room were so arranged that on one or two or more evenings of the week it could be open for social purposes, under proper care, with attractive and appropriate games, good books and plenty of reading, with some of the current magazines, it would go far toward making the boys and girls love their Intermediate Department room. I would not have the room open on all of these evenings for boys and girls together. It will be better if the boys are alone part of the time and the girls part of the time, and occasionally have a social evening together with their teachers present. The Intermediate room should be a good place to cultivate the social side of the young people's lives.

The pictures there should be those of some of the missionary heroes and great men and women of the world, and other pictures should be selected that appeal to the heroic.

The Seniors. This somewhat newly marked-out department,—including the ages of seventeen, eighteen and nineteen,—is really a part of the middle division of the Sunday school, and presents many difficulties in administration. Young people of these ages feel that they are really men and women, and they begin to turn their backs upon their younger brothers and sisters. However, in the hands of the right kind of superintendent and teachers, this department may be made the very power house of the Sunday school. I would have a room for them if possible, furnished very much as the Intermediate room is furnished,

omitting the games. These people will seek their pleasure for the most part in a little different way, and much of it will be sought out of doors.

The Adults. The Adult Department is growing perhaps more rapidly than any other department of the school, as it includes everybody over twenty years of age, except those who are officers and teachers in the other departments.

It is very important that the adults should have a department room, and also a large room for each class. Perhaps in most schools the best that could be done is to have separate rooms for the various classes of the department. However, there should be department loyalty as well as class loyalty, and a department room would help to cultivate this. The room should be furnished very carefully and according to the tastes and requirements of those who are to occupy it. Of course the piano and blackboard should not be missing. A fine library and plenty of reading matter will help to make the room attractive. Pictures of large adult classes and departments located elsewhere would be attractive on the wall, as would also be mottoes generally adopted by the Adult Departments throughout the country. The members of the department themselves will suggest the things that will make the room attractive, and it is better to follow their advice for the most part than to try to enumerate in a book the things they should have. Many Adult Departments now have very fine banners. These could be used as decorations in the room.

Home Department. The Home Department, like the Cradle Roll, is a non-attending department, but I would be glad to see a commodious and convenient room,—opening into the main room as near the platform as possible,—especially fitted up for those members of the Home Department who might be able to attend the school on Sunday. This department has many members who are not altogether shut in or shut out, but who can attend the school occasionally. If the superintendent of this department or one of the visitors is recognized as the leader on a given Sunday,—(perhaps these might take turns) so that the Home Department members would always know there would be somebody there to receive them,—this would make attendance

Figure 6—Primary Room of the First Presbyterian Sunday School of Pasadena, California

ERRATUM

Figure 7. Primary Room of the First Presbyterian Sunday School of Bozeman, Montana.

easier, and many would attend, though of course irregularly. Have the most comfortable chairs obtainable, and a few rocking-chairs and a lounge or two. Have large-print Bibles. I would provide everything that ingenuity could devise that would add to the pleasure or comfort of those who are not regular attendants upon the school.

Missionary. There ought to be a Missionary room in every up-to-date Sunday-school building. This room may be the headquarters of the Missionary Committee and the meeting place of the mission-study class. It should contain missionary maps and charts, also cabinets or cases with curios from mission lands. These are not difficult to procure, neither are they expensive. It would be well to place a large globe in the room also, one mounted in a frame on the floor. Of course there should be a blackboard, and every device that can be thought of that would be in any way helpful in teaching and in creating and maintaining missionary interest in the school. It goes without saying that a missionary library should be located here, with the missionary magazines, especially of the denomination, and other missionary literature.

Teacher-Training Department. There should be a room set apart for the teacher-training class and the teachers' meeting. It will probably be used during the week as well as on Sunday. If there is a Sunday teacher-training class, this is the place for it. Of course there should be located here all of those conveniences and appliances necessary in conducting a teacher-training class or a teachers' meeting,—such as blackboards, maps, charts, pads and pencils, a teachers' library, with reference books, and so forth. A wise pastor, Sunday-school superintendent or teacher-training superintendent will not need to be told of the desirable and attractive things that would be useful in such a room as this.

Since so many churches have come to be interested in various phases of institutional work, and in the entertainment of young people, I submit herewith two drawings from the Methodist Mutual Church Supply Company, showing the basement and first floor of a proposed building, where these needs are somewhat adequately provided for.

Athletics. Figure 8 represents a basement floor. In the center of the room with light from the rear, we have the gymnasium, large enough for all the work that would be required of a room of this kind, even though there were no other room of this kind in the city, unless it be a large city.

The girls' locker room with the girls' entrance from the front, is shown at one side of the gymnasium. The boys' locker is on the same side of the gymnasium, but has an individual entrance from

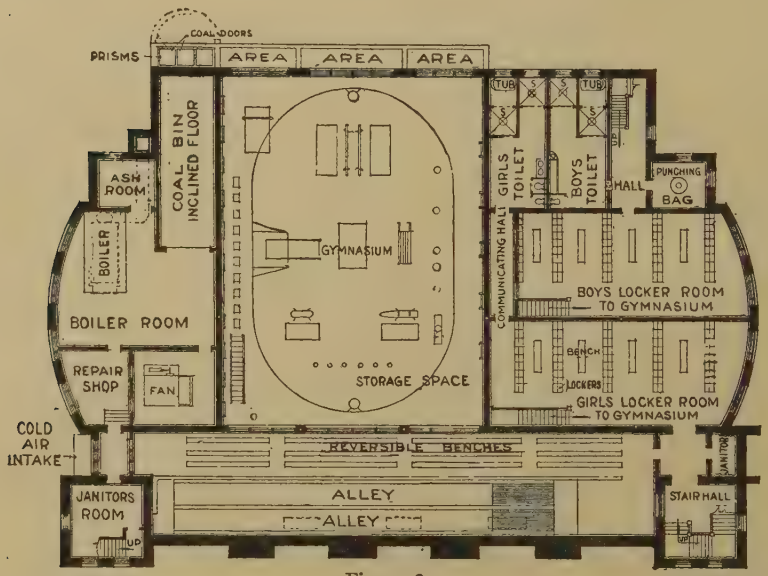


Figure 8

the rear, so that even with both sexes in class at the same time there would be no loitering in the halls or coming in contact with each other. Each has shower baths as well as bath tubs. The entrance from the girls' locker to the girls' shower is through a hall, and the entrance from the girls' locker as well as the boys' locker to the gymnasium hall is through tunnels underneath the locker rooms. The toilets are shown side by side for economy's sake, getting the plumbing at one point, but of course they are wholly separated.

The bowling alley is shown at one end of the gymnasium and the partition between the two rooms may be arranged to open up so that visitors in the bowling alley can see anything that might be going on in the gymnasium or, by reversing the backs of the seats, watch the bowling alleys.

The balance of the room is given up to heating, ventilating, et cetera.

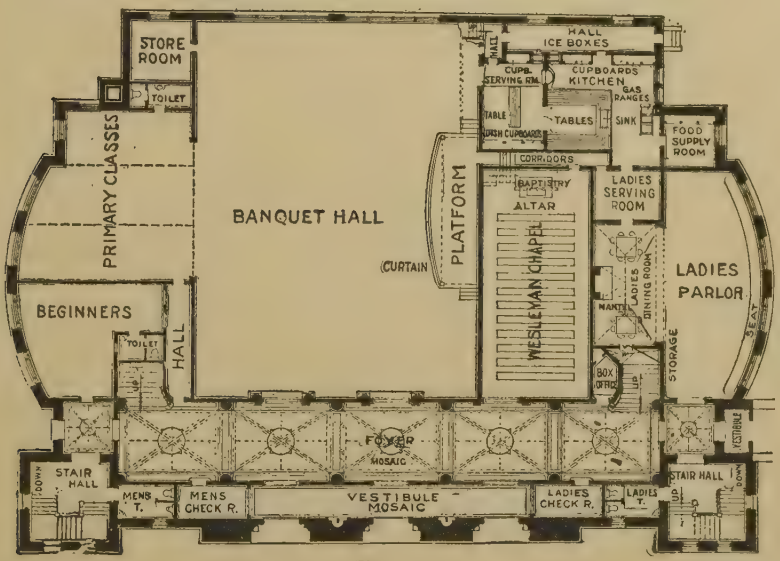


Figure 9

Entertainment. Figure 9 represents the ground floor. This has front vestibule to three doors and on either side check rooms, beyond this on one side the ladies' toilet and on the other side the men's toilet. From this vestibule one enters the foyer running the entire length of the building. There is an additional entrance at either end of the foyer. Directly in front of this is the banquet or entertainment room, with a platform so arranged that it can be moved to any part of the room, or out of the room if desired, large enough for the speaker's table in case you were going to use the room for a banquet. At the end of this, connecting the rooms with folding doors, there are additional rooms which may

be divided into Beginners class rooms, arranged to open into one large room and also to be closed into class rooms. Rolling partitions and folding doors will enable all the rooms in this end of the house to open up together for any use that might be desired of it, or divided and used as class rooms for Sunday-school use.

At the opposite end of the building next to the banquet room we have the prayer room with baptistery. This room can be used for prayer meetings, adult Bible classes, men's room, funerals,—in short, a room representing certain classes of church and Sunday-school work which would not be classed under the head of entertainments.

Adjoining this prayer room is the ladies' parlor, with the ladies' dining room, with serving room, and back of this the main kitchen.

The combinations possible on this floor make it valuable for almost any sort of institutional work that may be undertaken.

Miscellaneous Rooms. It is not my purpose to more than mention that many Sunday schools will find it desirable to have a drill room for their Boys' Brigade, or other similar organization; an amusement room, perhaps in the basement, to take the place of the separate amusement rooms for the different departments where that is not available; a geography room (perhaps the missionary room could be used for that purpose)—the name explains its use; social rooms, a library room, parlors, and so forth. All of these have their place.

In closing this chapter allow me to say that very few Sunday schools will be able to have all of these department rooms I have referred to. I have tried to hold up an ideal. More schools can have them than would be imagined. Do the very best you can with what you have, but always have the best you can secure.

CHAPTER XIII

MY IDEAL SUNDAY SCHOOL BUILDING

It is with considerable trepidation that the writing of a chapter on such a subject is undertaken. It is certain that disappointment will come to many who read it because the ideals they find here do not coincide with their own. It is not claimed that the building herein described will ever become generally recognized as ideal or even practical. That many will find in it something of merit, however, by way of suggestion at least, I have no doubt. My dream for many years has been (but, alas, how many dreams fail to materialize!) that I might be permitted to return some day to the Sunday school with which most of my life has been spent, and close my earthly labors there.

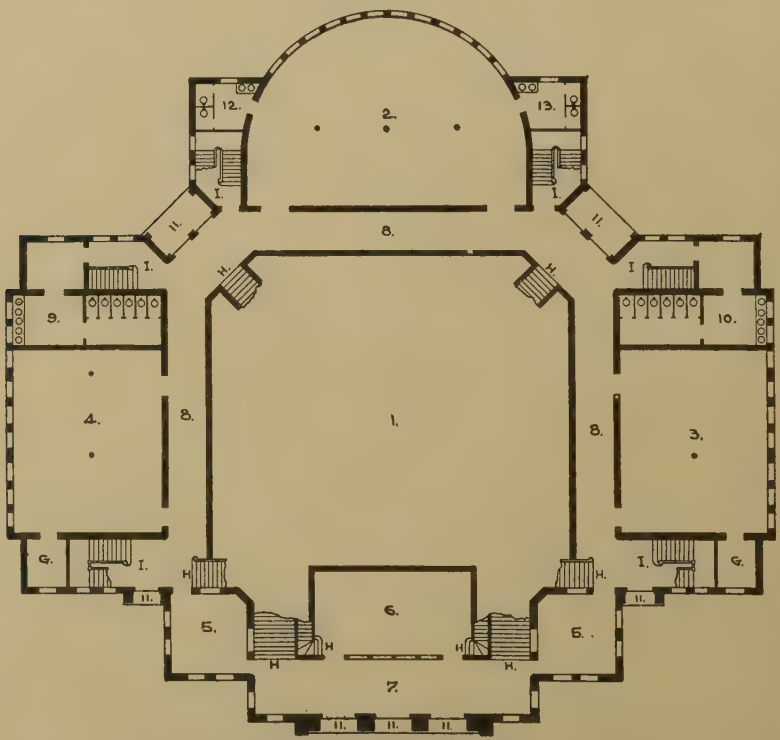
Ideal Defined. The building to be considered here is "ideal" only in that it is the building I should like to have for my Sunday school and for myself should the relationship described above ever be established. The objection will be made, and not without reason, that this building will require too much ground space,—but there are some things more valuable than ground.

It is designed as a separate Sunday-school building, though it may be used as an audience room for preaching services if desired. The two ideas of "Assembly" and "Segregation" have been kept in mind, so that the building may be used in either way to advantage. It is contemplated, however, that the Beginners and Primaries, and also the Juniors if desired, shall each have an independent department room on the ground floor not in any way connected with the main room.

No Basements. There are no basement rooms for school purposes; the department rooms for the elementary division being one step above the ground. As it will be impossible to convey correct impressions by verbal descriptions only, let us proceed at once to look at the drawings, made under my general direction

by Mr. George W. Kramer, Architect, of New York City, without whose kindly offices I should have been unable satisfactorily to present my plan.

Large or Small. A school of two thousand to twenty-five hundred members was kept in mind in the preparation of these plans. By omitting the upper story, however, and some of the



THE MARION LAWRANCE PLAN FOR A SUNDAY SCHOOL BUILDING.
George W. Kramer, Architect, New York City

Figure 1—Ground Floor Plan

department rooms, the building may be reduced to accommodate a school of two hundred, or even less. Nevertheless, it is better adapted to schools of five hundred or more than to smaller ones.

Number 1 in Figure 1 is the ground under the floor of the

main room, and the floor above it is about half a story above the ground. There is no excavation necessary, except for the heating apparatus, though this place represented by Number 1 could easily be excavated and fitted up for a social room, a banquet hall, a Brigade drill room, or other phases of institutional work. In that case, the heating plant could easily be placed elsewhere. It will also be noticed that this space under the main floor would not be wholly basement, for the floor over Number 1 is from five to seven feet above the ground.

The Children. Numbers 2, 3 and 4 are department rooms —all on the ground—one step up. I do not indicate which room to assign to any given department, as that will depend on the relative size and needs of the departments. The entrances to the building are marked 11, and there are seven of them in all—one at each corner of the main building and three at the front.

Numbers 5 and 5 are reception rooms, or they may be used for offices or for other purposes. Number 6 is well located for a library and is large enough for a reading room of considerable proportions. Number 7 is a spacious foyer or vestibule, from which there is easy access to any part of this floor or of the building. Number 8 is a passageway entirely around the main part of the building, so that one can enter at any outside door and pass easily to his department room. Also at H, H, H, H are easy stairways from this passage to the main central floor.

Numbers 9, 10, 12 and 13 are toilet rooms, conveniently located to each department room and to all parts of the floor or building. G, G are closets or cloak rooms in connection with rooms 3 and 4. I, I, I, I, I, I are stairways at each end of the three departmental rooms leading to the floor above.

It should be borne in mind in looking at this drawing that the floors are not on the same level. The floors of rooms 2, 3 and 4 are on the ground, while that of the main room is five to seven feet above the ground.

Easy of Access. A (in Figure 2) is the floor of the main room. This is available for seating and may be used profitably for any one of several departments. This floor is reached from the passageway below by stairways at the four corners H, H, H, H,

or from the main entrance through the foyer (see 7, Figure 1) by way of stairways H, H. N, N, N appear like galleries, and so they are in a sense, but the lowest seats next to the floor A start from a sort of wainscoting but three feet above the floor A. These gallery seats are entered from the back and not from the front.

B, C and D are department rooms, one story above 2, 3 and 4

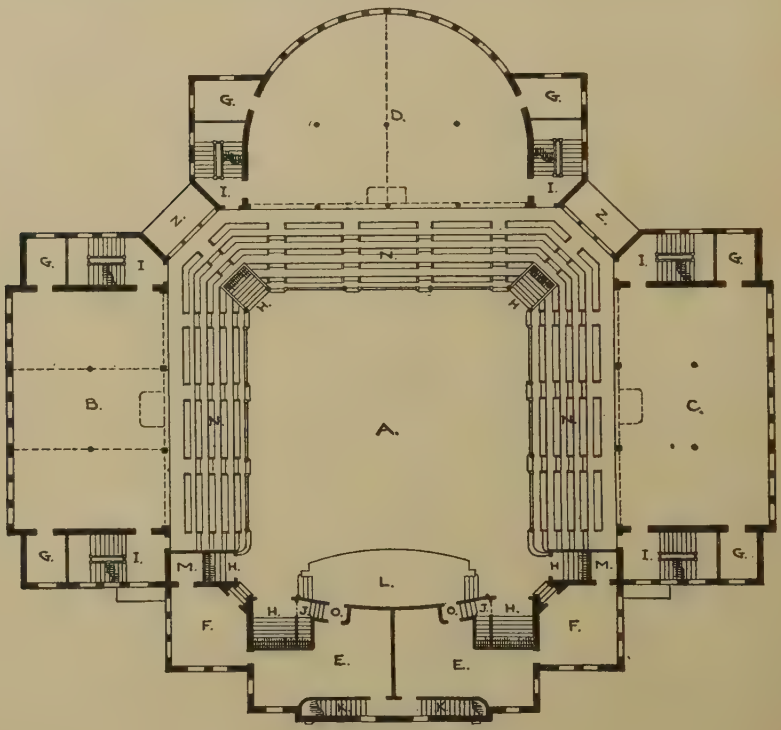


Figure 2—Main Floor Plan

shown in Figure 1, though B and C are larger than 4 and 3 below by the space of the toilet rooms. The floors of these department rooms are level and the same height as the top of the galleries N, N, N. Thus it will be seen that the pupils belonging in Department B, for example, may occupy the gallery seats N directly in front of B during general exercises, and at tl e proper

time change in one minute to their department room B. The same is true of all the departments.

The Light. These department rooms, it will be observed, have outside light. They may be divided into class rooms to suit the size of classes. The doors between the department rooms and the galleries may be made double like those of a public telephone booth. Or there may be a hallway between the top row of seats and the front of the department rooms. This would more completely separate the department rooms. This arrangement does not appear in the drawings, but could be made without any trouble if desired. The middle part of the wall in each department room, where the departmental superintendent's platform appears, may be made solid if desired, so as to accommodate blackboards, map cases, or other similar equipment.

Rooms for All. E, E are assembling rooms for those who are to pass to the platform L through O, O, or to the choir loft on the floor above. K, K are stairways to the choir loft and to the organ. F, F may be used, one for the superintendent's private office and the other for the secretary and treasurer. The closets M, M will be found convenient for supplies, for they may be locked. J, J are private stairways for officers to pass from the entrance to E, E, and thence to the platform. G, G, G, G, G, G are closets or cloak rooms, all with outside light, connected with the department rooms. Some of these could be converted into toilet rooms if desired. I, I, I, I, I, I are landings of the stairways, so that it is possible for pupils to assemble in their department rooms without going into the galleries. Z, Z is the roof over the two large entrances below. Directly above these are large windows.

Try now to imagine this floor, A, N, N, N, filled to its capacity. At the signal, N, N, N are vacated, the pupils passing into their department rooms, and the Department A is alone. This may be a great adult class taught from the platform L; or if it were the Intermediate Department, the members could be separated into classes by temporary devices. Or the galleries N, N, N might be used for class purposes, the teacher standing on the floor of A, which is but three feet below the lowest seat

in the gallery. Or some classes might be kept on the main floor and others put into the gallery. Department names have been purposely omitted from the drawings because there are so many combinations possible. Local conditions and preference will largely determine this.

The Visitors. The same general plan is carried out in Figure 3 as in the floor below. Of course the members must all reach

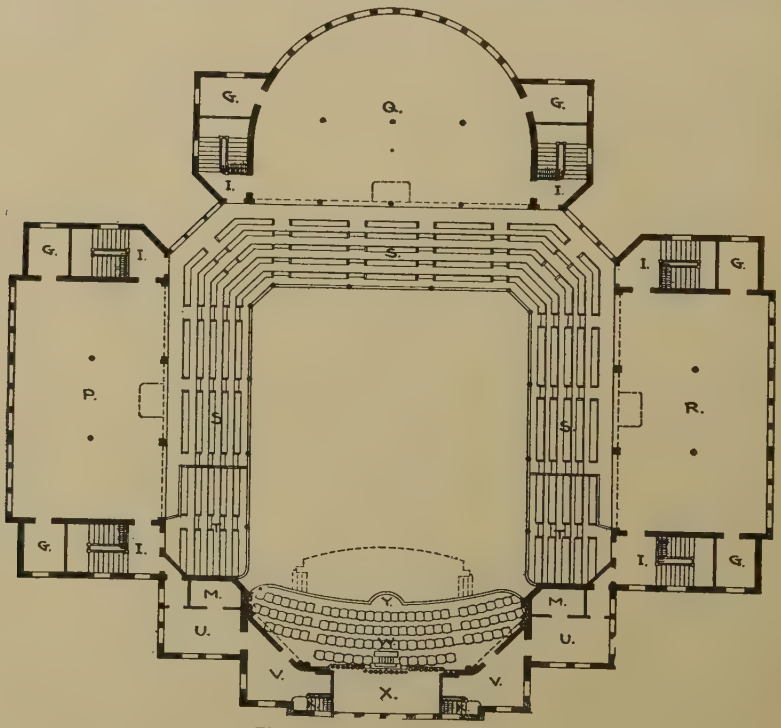


Figure 3—Second Floor Plan

their gallery seats S, S, S through their department rooms P, Q, R, or by passing from the halls into the aisle in the rear of the top row of seats. Six convenient stairways with middle landings, I, I, I, I, I, I, make ascent easy. The closets G, G, G, G, G, G off the department rooms are found here as in the floor below. The

sections of the gallery marked T, T may be used for visitors, or if there is no choir, the choir loft may be used for that purpose. Y is the chorister's stand, X is the organ, and V, V the assembly rooms for the choir, reached by stairways K, K shown in this and the preceding figures. U, U will be convenient for offices, or by the omission of the closets M, M they would each be large enough for a teacher-training class or a mission-study class of twenty or twenty-five pupils. If not otherwise used, the choir loft would make a good place for a class of nearly a hundred pupils. Rooms V, V would accommodate small classes if necessary.

Figure 4 shows the building cut in two through the center from front to back. The departmental rooms to the right are of course in the oval end of the building, as shown in the other drawings. By comparing the floors of A and 2, the difference in their distance from the ground is more easily noticed. The pupils seated in gallery N (to the right) pass into department room D, and those seated in gallery S (to the right) pass into department room Q. 6 is the library, 7 the foyer and 8 the passageway, all shown in Figure 1. E is the assembling room just back of the platform and under the choir loft. X is the organ, and W the choir loft. The clearstory windows shown under the main roof indicate how much of the light needed for the main room is provided for. There is no trouble in securing abundance of light in the main room and galleries, for these windows are directly above the highest seats of the gallery, so that the whole space is lighted. If need be, a large glass dome can be used.

Adaptable. Either of the departmental rooms 2, 3 or 4 in Figure 1, or B, C, D in Figure 2, or even P, Q, R in Figure 3, may be fitted up for a teachers' room, where the teachers' meeting may be held. One of the smaller rooms could be set apart as a geography room, or a room for hand work. Almost any desirable arrangement is possible.

Suppose the Primary Department and the Adult Department are unusually large in a given school. This could be easily provided for by extending rooms 2, D and Q ten or twenty or even fifty feet farther than the drawings indicate, without marring the symmetry of the building as a whole. The rooms also on either

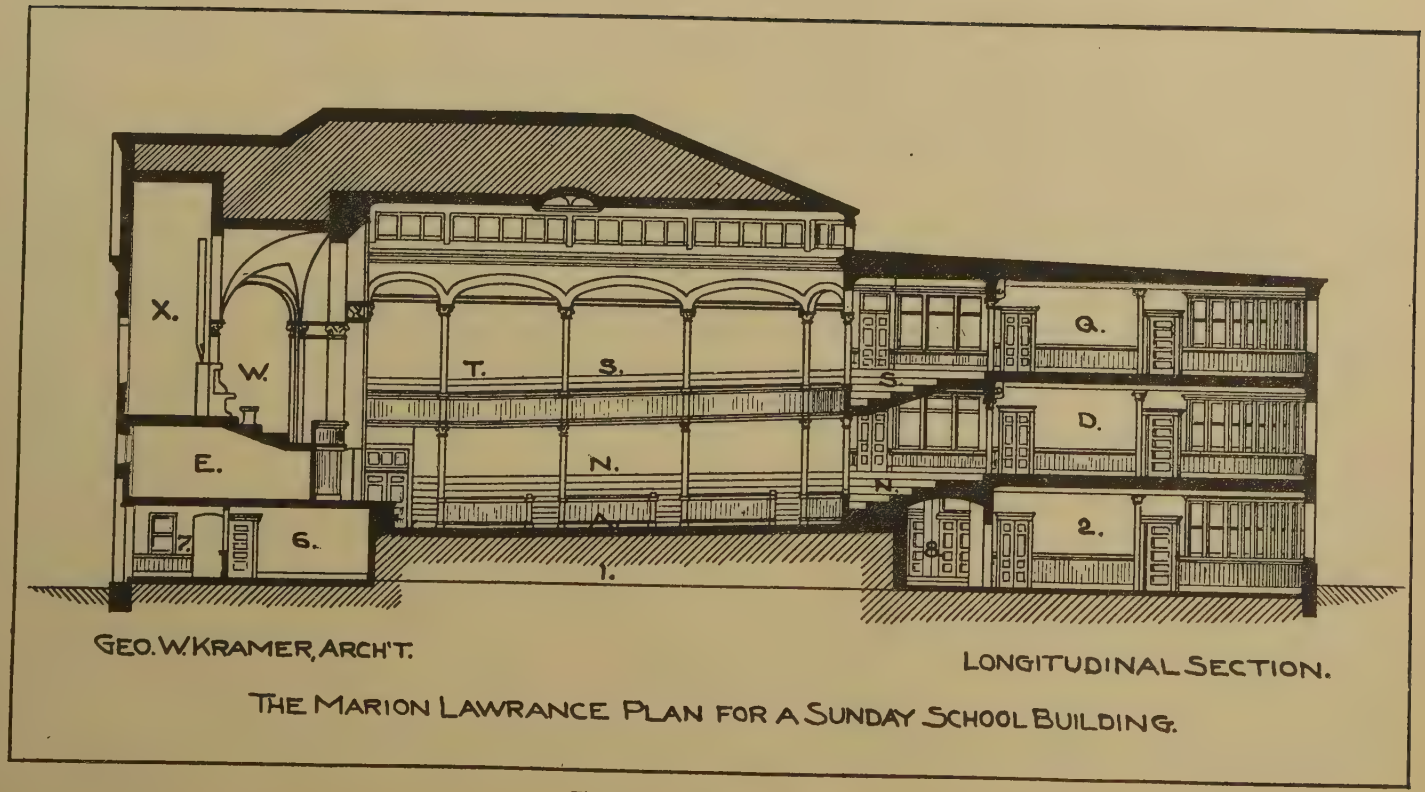


Figure 4—Longitudinal Section

side could be extended in the same manner, though of course the gallery seats would not accommodate them all, unless they too were extended. Where complete segregation is desired the great adult Bible class may be placed in the central or main section of the building, in which case the building, though made for a school of twenty-five hundred, would accommodate forty-five hundred, provided all department rooms are filled and the two thousand extra are all in the one class in the main room. The department rooms will accommodate from one hundred and fifty to three hundred, each according to size.

Preaching Service. When the building is to be used for a preaching service, the departmental doors may all be closed. If the audience does not exceed eight or nine hundred, the one floor A, (Figure 2), will be sufficient. The galleries N, N, N will provide for five hundred more—and the second galleries S, S, S will provide for as many more. The choir loft will seat a large choir of ninety voices, which can be used for the church service. So, while the building is designed for Sunday-school purposes specifically, it nevertheless lends itself admirably to all other services of the church. Something of the churchly dignity in the interior of this building is forfeited, to be sure, but I have sought practicability rather than architectural elegance.

The Elevation. I have purposely said nothing about the construction of the building or the exterior appearance. The style and shape of the building as displayed in the floor drawings indicates that it will yield to a variety of treatment in its various elevations. The size of the building, the nearness of other buildings, the size and shape of the lot will all be taken into account. It will look better without a steeple, and tall steeples are for the most part a waste of money. Towers—not too high—at the front corners will look well. Consult the architect.

The frontispiece to this book gives the drawing of a possible elevation for the building described in this chapter; though the shape and construction of the building will yield to a large variety of treatment in the matter of elevation. The elevation here presented is simply suggestive, as the building itself has not been constructed.

It would be most appropriate if three flags could fly from the roof of the building while the school is in session: at one end the Christian flag, at another the Conquest flag, and in the center the National flag. There are suitable panels also on the front of the building that would yield beautifully to the use of scriptural texts, such as, "Search the scriptures"—"The opening of thy words giveth light," et cetera.

If the lot is sufficiently spacious, it would add greatly to the beauty of the whole plant if there were a fountain or two and a number of foliage beds. A drinking fountain would be an appropriate addition. Of course all of this ornamentation will depend largely upon the size, shape and location of the lot. It would be a beautiful addition to the building if a large glass-roofed awning were placed above the three front entrances.

Make your building as substantial and as beautiful as your resources will allow, for it will be a silent preacher when those who built it are gone to their reward.

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